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ABSTRACT

This annotated bibliography of recent studies on language variation presents abstracts which appeared in "Resources in Education" during the period September 1973 through December 1974. They include entries from several of the ERIC clearinghouses: Adult Education, Reading and Communication Skills, Languages and Linguistics, Early Childhood Education, Urban Education, Rural Education and Small Schools, and Teacher Education. An author index and a subject index are included. (Author/AM)

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A SELECTED BIBLIOGRAPHY ON RECENT DIALECT STUDIES

Penelope O. Pickett
Center for Applied Linguistics

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PREFACE

Language variation, the main concern of dialectologists on the one hand, and speech correctionists on the other, is now receiving widespread attention, owing to pressures brought about largely as a result of changes in societal structures and related modifications in American education. The fact that it is a subject not only of high current interest, but also of controversy as well, has caused a large outpouring of publication.

It is the intention of this ERIC clearinghouse to bring recent information in this subject matter area to the notice of potential users. The abstracts presented in this collection are those which appeared in Resources in Education during the period September 1973 through December 1974. They include entries from several of the ERIC clearinghouses; namely, those on Adult Education (now merged into Career Education), Reading and Communication Skills, Languages and Linguistics, Early Childhood Education, Urban Education, Rural Education and Small Schools, and Teacher Education. For convenience, an author index and a subject index are included.

We hope that this document reports on research which is varied and broad enough to be useful to researchers, administrators, and teachers alike.

A. Hood Roberts
Director
ERIC Clearinghouse on
Languages and Linguistics

ED 075 716 AC 014 355

Stein, Annette S.

Analysis of Word Frequencies in the Spoken Language of Adult Black Illiterates. Final Report.

State Univ. of New York, Buffalo. Dept. of Elementary and Remedial Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-B-018

Pub Date Sep 72

Grant—OEG-2-71-0018

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Basic Education, *Adult Literacy, *Basic Vocabulary, Disadvantaged Groups, *Functional Illiteracy, Linguistics, *Negro Dialects, Oral Communication, Research Reviews (Publications), *Word Lists

Efforts to substantially reduce adult illiteracy in the United States have been largely unsuccessful. The purpose of this study was to obtain a basic word list, based on oral vocabulary of adult black illiterates in two urban centers, which could subsequently be used to develop basic education reading materials, reading tests, and a readability formula. A sample of 263,727 words was obtained from interviews with 128 Negro informants enrolled in ABE classes, representing a subset of the total spoken vocabulary that can be used by the population. The resulting word list was examined for the effect of geographic area (Buffalo and Chicago), age and sex of informants, and race and sex of interviewer. A group of ten informants was also interviewed a second time to determine effect of change in stimulus questions. Chi-square tests were used on the one thousand most frequently used words; for the five variables tested, no significant differences were found (.01 level). The effect of change in stimulus was significant, with differences occurring in words of lesser frequency. However, the vocabulary list based on 128 interviews is considered a valid list for the population sampled and can be used for production of ABE materials. (Author)

ED 075 813 CS 200 393

Cox, Adrienne Flore

The Receptiveness of Black Students to Dialects Sometimes Different from Their Own.

Pub Date 71

Note—156p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,543 MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—American English, Caucasians, *Childhood Attitudes, *Dialects, *Elementary Grades, *Ethnic Groups, Native Speakers, *Negro Attitudes, Racial Differences, Racial Factors

This study sought to determine (1) what attitudes black children have at the primary level, fifth grade, and eighth grade regarding dialects sometimes different from their own, and (2) what cues children use in identifying the race or ethnic background of taped speakers. An audio tape was made of thirteen speakers retelling Aesop's Fables. The speakers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six children from each grade provided reasons for some of the selections. Included among the seventeen conclusions that were drawn from the study were: that most inner and outer city black children in the fifth and eight grades did not compare their own voices to the speaker when evaluating the voices; that inner city children identified black speakers more often than outer city children; and that outer city fifth and eighth graders perceived their voices as being different from those of white speakers. (Author/DI)

ED 075 817 CS 200 430

Claerbaut, David

Black Jargon in White America.

Pub Date 72

Note—139p.

Available from—Wm. B. Eerdmans Publishing Co., 255 Jefferson Ave., S.E., Grand Rapids, Mich. 49502 ($1.95)

Document Not Available from EDRS.

Descriptors—African American Studies, *Dictionaries, *English, Negro Attitudes, *Negro Culture, *Negro Dialects, *Negroes, Racial Discrimination, Semantics

This book discusses the special jargon used by black people in the United States. In the first two chapters the author, a white man, discusses his personal experiences with the black community in order to establish an argument for the need for more awareness of what black jargon is and how it is used. Chapter three proposes that standard English should not be the only acceptable language and suggests that if whites learned more black jargon (and spoke it respectfully), race relations might see some improvement. Chapter four discusses some of the functions and possible origins of selected examples of black jargon. The last section of the book is a dictionary providing samples of black jargon, with an emphasis on terms used nationwide by urban blacks. The dictionary is cross-referenced and provides parts of speech for most of the words and phrases. (Author/DI)

ED 075 818 CS 200 431

DeStefano, Johanna S.

Language, Society, and Education: A Profile of Black English.

Pub Date 73

Note—326p.

Available from—Charles A. Jones Publishing Company, 4 Village Green, S. E., Worthington, Ohio 43085 ($8.95 cloth)

Document Not Available from EDRS.

Descriptors—*English Instruction, Linguistic Patterns, Linguistic Theory, *Negro Dialects, *Reading Instruction, *Sociolinguistics, Standard Spoken Usage, *Teacher Attitudes, Tenl

Identifiers—Black English

The selections in this book reflect a concern for understanding urban ghetto vernicular and its implications for teachers. Chapter one provides preliminary information on Black English and an orientation to the linguistic viewpoint taken by the remaining articles. Chapter two discusses the social conditions under which Black English may be spoken; these conditions are described from anthropological and sociological viewpoints. The parts of the chapter on verbal behavior describe how and for what purposes Black English may be used by ghetto blacks. The studies in chapter three include systematic descriptions of the phonology and syntax of Black English and social variables which help determine the number of Black English forms which are actually realized in the speech of a black person. Chapter four deals with the import of teachers' attitudes toward Black English for ghetto black children's education, and the selections in chapters five and six reflect an educational concern for the many ghetto black children who are apparently having language and literacy problems. The concern rests primarily with teaching "standard" English and reading since the teaching of spelling and writing is largely unexplored. Educational suggestions and applications based on the informed opinions of linguists are also found in chapters five and six. (HS)

ED 075 839 CS 200 497

Variation in Language: Language Curriculum V [Grade Five]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—61p.

Available from—Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, *Dialects, Elementary Education, *English Curriculum, *Grade 5, Language Programs, *Language Styles, Oral Communication, Regional Dialects, Social Dialects, Sociolinguistics

Identifiers—Language Variety, *Oregon Elementary English Project

Part of the Oregon Elementary English Project, this unit focuses on variation in language. Consisting of fourteen individual lessons, the unit begins with a series of lessons whose purpose is to develop students' ability to recognize ways in which objects belonging to the same set may differ. These lessons serve as preparation for observing the kinds of differences that exist among dialects of the same language. The next few lessons observe natural differences in people that are accepted without any value judgments attached. This material directly leads to lessons in regional dialect differences in pronunciation, grammar, and vocabulary. The final group of lessons examine other reasons for speech differences (sex, occupation, age, and situation). The main theme for the unit is that all these factors contribute to language variety, which is natural and inevitable. Each lesson is accompanied by a statement of purpose, additional goals, content, preparation for the lesson, possible procedures, and suggested activities. (Demonstration tapes accompany lessons 3, 6, and 10.) (See CS 200 482-496 and CS 200 498-499 for related documents.) (HS)

ED 075 840 CS 200 498

Variation in Language: [Language Curriculum] Level VI [Grade Six]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—41p.

Available from—Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Guides, *Dialects, *Elementary Grades, *English Curriculum, Grade 6, Language Arts, Language Programs, Language Styles, *Regional Dialects, *Teaching Guides

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit focuses on variations in language and consists of fourteen lessons. Subjects discussed include (1) natural differences in people, including speech; (2) environmental factors causing differences in life styles; (3) differences in the English spoken by people in Australia, England, and the United States; (4) vocabulary differences according to region, sex, and age; and (5) geographical, historical, and en-

vironmental reasons for the development of dialect regions. Each lesson is accompanied by a statement of its purpose, a content description, suggested procedures for teaching the lessons, and possible extensions to the lesson. Supplementary materials include three tapes illustrating dialect differences. (See CS 200 482-497 and CS 200 499 for related documents.) (HS)

ED 075 886 CS 500 262
Kramer, Cheris
Women's Speech: Separate But Unequal?
Pub Date Apr 73
Note—21p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Canada, April 25-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Females, Individual Characteristics, Information Theory, Language Patterns, Language Styles, *Linguistic Competence, *Linguistic Performance, *Oral Communication, Research Needs, *Sex Differences

This paper considers the existing evidence of systems of co-occurring, sex-linked, linguistic signals in the United States. In the first section, the type of research which has been done in linguistic sex contrasts and then the relevant material in "folk linguistics" are discussed. In addition, a number of studies about the differences among men and women in vocabulary and pronunciation, grammatical forms, retention and comprehension of oral messages, and compressed speech are examined. Overall, these research projects reveal conflicting results and inconsistent findings which are interpreted as indicating that the role of sex in communication has not been clearly enough defined. In the second section, the popular beliefs regarding what constitutes women's speech--what is believed to be women's speech and what people believe it should be--are examined. The fact that women as speakers have been largely ignored by communications researchers is stressed, and it is suggested that popular beliefs can be useful as bases for research hypotheses. (LG)

ED 076 981 CS 200 396
Rubrecht, August Weston
Regional Phonological Variants in Louisiana Speech.
Pub Date 71
Note--270p.; Ph.D. Dissertation, The University of Florida
Available from--University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,653, MFilm $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Area Studies, *Distinctive Features, Language Patterns, Native Speakers, Phonemes, Phonetic Analysis, *Phonological Units, *Regional Dialects
Identifiers—*Louisiana

Based on tape recorded conversations of 28 informants in 18 Louisiana communities, this study investigated regional phonological variants in Louisiana speech. On the basis of settlement history and previous dialect studies, four regions are defined: northern Louisiana, the Florida Parishes, French Louisiana, and New Orleans. The informants are all native English speakers and range in age from 11 to 88 years and in educational level from grammar to graduate school. Numerically the distribution was weighted toward those 60 years or older and those with relatively little formal schooling. Discussion is largely limited to those segmental phonemes which show significant variation. Maps are included for all stressed vowel phonemes and for a few consonants. In the absence of phonological distinctions, northern Louisiana and the Florida Parishes are classed together as Anglo Louisiana. Evidence indicates that patterns of speech in French Louisiana have not spread far outside it; on the other hand, speech in French Louisiana includes many features characteristic of Anglo Louisiana. In several respects, the English of New Orleans follows the usage of French Louisiana; in others, it is more like Anglo Louisiana. Overall, phonological patterns are highly complex and subject to numerous exceptions. (Author/HS)

ED 076 989 CS 200 445
Shuy, Roger W., Ed. Fasold, Ralph W., Ed.
Language Attitudes: Current Trends and Prospects.
Pub Date 73
Note--201p.
Available from—Publications Dept., School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007 ($3.50 paper)
Document Not Available from EDRS.
Descriptors—*Attitudes, *Bilingualism, Cultural Factors, *Dialects, Dialect Studies, Language Role, Negro Dialects, Nonstandard Dialects, Second Language Learning, *Sociolinguistics, *Stereotypes, Teacher Attitudes

Subjective reactions to language (language attitudes, beliefs, values, etc.) are the focus of this monograph. Chapters include: (1) "Sociolinguistic Correlates of Speech Style in Quebec" by Alison d'Anglejan and G. Richard Tucker; (2) "Some 'Unexpected' Reactions to Various American-English Dialects" by Bruce Fraser; (3) "Attitudes and Learning a Second Language" by John Macnamara; (4) "A Preliminary Report on a Study of the Linguistic Correlates of Raters' Subjective Judgments of Non-Native English Speech" by Leslie A. Palmer; (5) "Subjective Reactions toward Accented Speech" by Ellen Bouchard Ryan; (6) "Anatomical and Cultural Determinants of Male and Female Speech" by Jacqueline Sachs, Philip Lieberman, and Donna Erickson; (7) "Stereotyped Attitudes of Selected English Dialect Communities" by Roger Shuy and Frederick Williams; (8) "Language, Speech and Ideology: A Conceptual Framework" by David M. Smith; (9) "Some Research Notes on Dialect Attitudes and Stereotypes" by Frederick Williams; (10) "Attitudes toward Spanish and Quechua in Bilingual Peru" by Wolfgang Wolck; (11) "Objective and Subjective Parameters of Language Assimilation among Second-Generation Puerto Ricans in East Harlem" by Walt Wolfram; and (12) "Teachers' Attitudes toward Black and Nonstandard English as Measured by the Language Attitude Scale" by Orlando L. Taylor. (HS)

ED 076 991 CS 200 447
McMillan, James B.
Annotated Bibliography of Southern American English.
Pub Date 71
Note--173p.
Available from—University of Miami Press, Drawer 9088, Coral Gables, Florida 33124 ($7.95 cloth)
Document Not Available from EDRS.
Descriptors—*American English, *Bibliographies, Dictionaries, Figurative Language, Folk Culture, *Language Usage, Phonetics, Phonology, *Regional Dialects, *Southern States, Syntax

This bibliography of Southeastern American English includes writings that have appeared in popular books, technical treatise, language journals, popular magazines, special-interest periodicals, student theses, and dissertations. The South is defined as the area south of the Mason-Dixon Line and the Ohio River westward to Arkansas and East Texas. The ten sections of the bibliography include general studies; historical studies; lexicon; phonology and phonetics; morphology and syntax; place names; personal and miscellaneous names; figurative language, exaggerations, and word-play; literary dialect; and serial bibliographies. Writings on folklore and literary language are listed only when related to dialect study. Works on foreign languages spoken in the area are included only when they describe foreign language influence on Southern American English. Newspaper and local magazine articles and general treatments of American English which discuss Southern American are excluded. An index of authors and an index of journal reviewers of books listed are provided. (Author/DI)

ED 077 259 FL 003 553
Pike, Kenneth L.
The Intonation of American English.
Pub Date 45
Note—203p.; Twelfth Printing 1972
Available from—University of Michigan Press, Ann Arbor, Mich. 48106 ($4.00)
Document Not Available from EDRS.
Descriptors—*American English, Applied Linguistics, Descriptive Linguistics, English (Second Language), *Intonation, *Language Patterns, *Language Research, Language Rhythm, Phonemics, Phonetics, Phonology, Research Methodology, *Semantics, Sentence Structure, Speech, Suprasegmentals, Syllables, Tone Languages

The material in this book is the result of an investigation to determine how to teach English intonation effectively and to find the smallest number of patterns which could be used as a basis for initial drills in the language. The book presents a statement of the structure of the English intonation system in relation to the structural systems of stress, pause, and rhythm. The first section describes the procedure of the investigation. Section two discusses the relationship between auditory and instrumental analyses, reviewing previous English and American studies and describing the use of auditory and instrumental techniques. The third section presents the general characteristics of intonation--how it is constituted by sequences of pitches and accompanied by shades of meaning. Section four deals with specific contours of American English and provides a tentative statement of their meanings. Section five discusses the utilization of intonation in teaching, with emphasis on teaching English to Latin Americans. Section six analyzes several texts and demonstrates the proportionate number of occurrences of intonation contours. The final section discusses the relationship of intonation to speech as a whole. (VM)

ED 078 383 CS 000 607
Mathewson, Grover C.
Children's Responses to Reading and Hearing Standard English and Nonstandard Dialect Stories: A Study of Evaluation and Comprehension.
Pub Date Mar 73
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dialects, *Dialect Studies, Elementary Grades, Grade 3, *Listening Comprehension, *Negro Dialects, Nonstandard Dialects, Reading, *Reading Comprehension, Reading Interests, Reading Materials, *Reading Research, Reading Skills

Two studies are discussed in this research report, which was presented at the 1973 American Educational Research Association meeting. The first study investigated whether black children would evaluate Black English selections more favorably than standard English selections and whether favorable evaluation would lead to greater comprehension of the Black English selections. The subjects, 24 black and 24 white third grade students, used a seven-point semantic differential type scale to rate the stories. The results of the experiment showed that the black children rated the Black English materials as worse, less correct, and harder to read than the Standard English materials. The second study was conducted in the same manner as the first, but an auditory dimension was added by playing the stories on a tape recorder. The stories were folk

tales, and two more dialects were added, pidgin from Hawaii and Cajun from Louisiana. The findings indicated: (1) black children think that listening to the Black English story versions is better and more beautiful than white children do; (2) black children's comprehension of the Black English versions is better than their comprehension of stories in the other dialects; and (3) there was no difference between black and white children in their comprehension of spoken Standard English stories. (WR)

ED 078 416 CS 200 471

Allen, Diane H., Ed.

The Discovery of English: NCTE 1971 Distinguished Lectures.

National Council of Teachers of English, Urbana, Ill.

Pub Date 71

Note—99p.

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 01358, $2.00 non-member, $1.80 member)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Child Language, Composition (Literary), Discovery Learning, Elementary Schools, *English Instruction, *Essays, *Language Arts, *Literary Criticism, Literature Appreciation, Negro Literature, Standard Spoken Usage, Teaching Techniques

Identifiers—*National Council of Teachers of English, NCTE

This book discusses new developments in the discipline of English. It contains six essays. In "The Ghetto of the Negro Novel: A Theme with Variations," Blyden Jackson explores why the setting of the Negro novel is in the city ghetto rather than in the rural Southland. Albert Marckwardt investigates the concept of "standard English" in both its linguistic and its sociological dimensions. In "Rhetoric: How Do You Carve an Elephant?" Robert Gorrell reveals a positive approach to instruction in composition that replaces teaching negative rules and drilling on usage with teaching "Understanding," an understanding solidly based in the art of rhetoric. Arthur Eastman leads his audience to discover with him "more things" revealed through literature, in this case through Hamlet's discovery of his kinship with humanity. In "The Reunion of Historical and Literary Study," David Fowler urges the reader to look beyond a narrow interpretation and fragmented view of the discipline of English to "a new integrated vision and a new vitality" that reunite historical and literary study. William Iverson urges the reader to accept the challenge and privilege of guiding children in the process of defining themselves through language. (This document previously announced as ED 058 189.) (CK)

ED 078 421 CS 200 527

Golub, Lester S.

What Can the English Teacher Do with Dialects.

Pub Date [73]

Note—18p.; Unpublished study

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American English, *Dialects, English, High School Students, Junior High School Students, Language Classification, Language Patterns, Language Usage, Native Speakers, Regional Dialects, *Secondary Education, *Standard Spoken Usage, *Teaching Guides

The junior high and senior high school English teacher should not judge dialect speakers as inferior to speakers of standard English but should rather be concerned with teaching his students the power and use of dialects. At the same time, he should capitalize on the students' dialect skills to teach them standard English skills. Teaching Activities which further these aims are: (1) teaching the distinctions among language, dialect, and idiolect (the personal use of Language); (2) exploring the uses of dialect in literature; (3) training students to develop their own linguistic atlas of their area, city, or state; (4) teaching the history of the English language; (5) conducting language mediation exercises to classify and study--without prescriptive judgments--the dialects of members of the class; and (6) using personal language charts, work charts, narrative charts, and language skill charts. Through such activities as these, students from different ethnic groups and races can use dialect study to profitably learn about each other's heritages. (DI)

ED 078 428 CS 200 551

Ratusnik, David L. And Others

Usage of Selected Phonological and Grammatical Structures by Three Preschool Groups of Different Ethnic and Socioeconomic Backgrounds.

Pub Date Feb 73

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Dialect Studies, Language Patterns, *Language Usage, Linguistic Patterns, *Linguistic Performance, *Negro Dialects, Nonstandard Dialects, *Preschool Children, Socioeconomic Status, Sociolinguistics, Speech Habits, Standard Spoken Usage

Two lower socioeconomic groups (one black and one white) from the inner city and a third group of white children from a middle socioeconomic suburban area of Chicago were studied to delineate and compare the usage of selected language structures among children of different social and ethnic backgrounds. Usage of each of the test structures was assessed on each of three speech elicitation tasks--spontaneous speech, structured open-ended responses, and sentence repetition. Phonological structures were assessed on a fourth task, single word picture naming. The findings revealed (1) the copula, single negative transpositions, and postvocalic consonant clusters were used in a similar way by both black and white low socioeconomic children that differed from the pattern of usage evidenced by the middle socioeconomic white children; (2) nonstandard performance on the postvocalic /r/, postvocalic /l/, morphological "s" markers, and certain negative constructions was found to be unique to the low socioeconomic black children; and (3) test structure usage was generally consistent across the different modes of speech elicitation for the three groups, except for a higher incidence of grammatical-syntactic transpositions by the black group on more spontaneous elicitation modes. In addition, sentence repetition procedures were found to be a more powerful tool for displaying dialect forms. (HOD)

ED 078 459 CS 500 301

Rundell, Edward E.

Studies of the Comprehension of Black English.

Pub Date May 73

Note—255p.; Ph.D. Dissertation, University of Texas at Austin

EDRS Price MF-$0.65 HC-$9.87

Descriptors—College Students, *Comprehension, *Dialect Studies, Language Skills, Linguistics, *Negro Dialects, Negroes, Rating Scales, Speech, Speech Skills, *Standard Spoken Usage, Suprasegmentals, *Word Recognition

Identifiers—Bidialectalism, Segmentals

The comprehension performance of Standard English (SE) and Black English (BE) speakers associated with language materials distinguished by segmental and suprasegmental features of black dialect was investigated. Also assessed was the nature of comprehension improvement on these materials by SE speakers who had been systematically exposed to black peer speech. Language materials consisted of tape-recorded narrative passages by black bidialectal speakers in four dialect conditions: SE segmentals and suprasegmentals; BE segmentals and SE Suprasegmentals; SE segmentals and BE suprasegmentals; and BE sigmentals and suprasegmentals. Results indicated (1) both SE and BE listener groups perceived the materials as representative of three dialect conditions; (2) BE listeners judged messages characterized by BE features significantly more comprehensible than did SE listeners; (3) the comprehension performance of SE speakers who received dialect training (SET) was approximately equal across the four dialect conditions; (4) the comprehension performance of SE speakers who listened to SE speech deteriorated in dialect conditions characterized by features of BE; and (5) SET error scores on word recognition were less than those of subjects without dialect training in dialect conditions characterized by features of BE. (Author/HOD)

ED 079 681 CS 000 603

McCready, Michael Andrew

The Effects of Phonemic-Graphemic Correspondence Problems upon Reading Comprehension of Black Non-Standard Speakers of English.

Pub Date 72

Note—149p.; Ph.D. Dissertation, The University of Alabama

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8048, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Elementary Education, Grade 5, Grade 6, Grade 7, *Negro Students, *Nonstandard Dialects, Oral Reading, *Phoneme Grapheme Correspondence, Reading, *Reading Comprehension, *Reading Research, Reading Skills, Sex Differences, Silent Reading

This study attempted to determine the extent to which phonemic-graphemic correspondence problems adversely affect reading comprehension among black children who are nonstandard speakers of English. An instrument requiring both silent and oral reading was devised by the investigator to test the effects of phonemic-graphemic correspondence problems upon the reading comprehension of a group of 60 black children, randomly selected from grades five, six, and seven. Twenty students were selected on each of the three grade levels, and there was an equal number of males and females on each level. The test was administered individually to each child and the entire session, in each instance, was taped for the purpose of recording responses to the investigator's questions. The pronunciations of the problem-words were recorded for purposes of phonetic transcription. The findings indicated that neither sex nor age was a statistically significant factor in determining ability to distinguish problem phonemic-graphemic correspondences. The findings also indicated that a significant relationship did exist between students' abilities to distinguish problem phonemic-graphemic correspondences in silent and in oral reading. (Author/WR)

ED 079 695 CS 000 647

Deffenbaugh, Sue A.

Study of Language Competency of Black, Inner-City High, Average and Low Readers.

Pub Date Feb 73

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary Grades, *Grammar, Language Patterns, Language Usage, Morphology (Languages), *Negro Dialects, Negro Youth, *Nonstandard Dialects, *Reading Achievement, Standard Spoken Usage, Urban Language

This study explored whether statistically significant differences exist between the (1) grammati-

cal structures produced by high, average, and low black, inner-city elementary readers as measured by a language competency task; and (2) whether statistically significant interactions occur between reading achievement levels and the age of the child, the sex of the child, and measures of grammatical structures in a language competency task. Interviews were conducted with 87 black, inner-city children, ages nine through thirteen, in non-graded classrooms. Some of the findings were that (1) the great majority of the subjects' errors corresponded to black dialect grammatical features; (2) the high readers consistently made fewer errors than the average or poor readers; (3) in all groups there were some subjects who did poorly; (4) all measures of the ability to formulate Standard English morphological structures showed significant differences among the three levels of reading achievement; and (5) the ability to produce Standard English grammatical constructions on demand is highly related to reading achievement level and may predict reading achievement. (DI)

ED 079 699 CS 000 652

Levy, Beatrice K.

Language, Dialect, and Preprimers.

Pub Date May 73

Note—13p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, Dialect Studies, *Grade 1, *Language Handicaps, Linguistic Performance, *Negro Dialects, Oral English, Reading Instruction, *Reading Materials, Written Language

In an effort to resolve some of the problems of widespread reading failure, this report investigated the way in which the language of inner-city black first graders corresponded to the language of beginning reading texts and whether or not dialect features occurred consistently in the children's speech. Twenty first grade black children were invited to select one or more picture books from a display and tell stories suggested by the illustrations. These stories served as the data base from which the language of books normally used as reading texts ("Now We Read," "In the City," and "Ready to Roll") was analyzed. Results indicated poor correspondences between words used in beginning reading instructional materials and those which are familiar to beginning readers. Clearly the children's oral language is more complex than that used in the books. Furthermore, the children were not consistently speakers of Black English--many of them produced Standard English equivalents for the dialect forms which have been reported by linguistics., suggesting that dialect by itself is not likely to present serious difficulties in beginning reading instruction. (HOD)

ED 079 723 CS 200 427

Howell, Ralph Daniel

Morphological Features of the Speech of White and Negro Students in a Southern (Mississippi) Community.

Pub Date 71

Note—212p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,026, MF $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Allomorphs, Elementary Grades, Intermediate Grades, Language Proficiency, Linguistic Competence, *Linguistic Performance, Morphemes, *Morphology (Languages), Negro Dialects, *Racial Differences, *Speech Habits

Identifiers—*Rule Application

Morphological features in the speech of Southern white and Negro students at four grade levels were studied by an instrument designed to test the students' knowledge of fifteen inflectional endings (including the allomorphs of the regular plural, singular possessive and third person singular present, absence of the plural possessive, and the comparative and superlative endings) and four derivational endings (-er, -ness, -less, and -able). Results found (1) grade differences on 18 out of 19 endings except for the singular possessive allomorph, (2) racial differences on all endings, (3) differences in levels of application on 17 out of 19 endings except for the comparative and superlative morphemes; significant interaction between (4) grade and race on 8 endings, (5) grade and level of application on 5 endings, (6) race and level of application on 11 endings; and significant triple interaction among (7) grade, race, and level of application on 7 endings. It was concluded that both white and Negro children enter school without a mastery of the common forms of English morphology. Both groups increase in their ability to use these endings, but the white become proficient earlier. The differences on level of application indicate that in most cases these students were not able to transfer morphological rules from familiar to novel situations. (Author/HOD)

ED 079 735 CS 200 587

Wolfram, Walt, Ed. Clarke, Nona H., Ed.

Black-White Speech Relationships. Urban Language Series No. 7.

Center for Applied Linguistics, Washington, D.C.

Pub Date 71

Note—161p.

Available from—Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($6.50 paper)

Document Not Available from EDRS.

Descriptors—Anthologies, *Creoles, *Diachronic Linguistics, Dialect Studies, Gullah, Linguistic Patterns, *Linguistic Theory, *Negro Dialects, *Speech Habits

Exploring the issue of black and white speech differences, the articles reprinted in this anthology span several decades and are to be viewed in a historical perspective. Turner (1948) examines Gullah, the creole language spoken off the coast of South Carolina. McDavid and McDavid (1951) attempt to identify the different influences on the speech of blacks. Both of these articles represent some of the early attempts to bring out the problems of dealing with black-white speech relations. When the issues were raised again in the middle 1960s, they were accompanied by such articles as Beryl Bailey's examination of the black speech used in "The Cool World" in relation to the typological characteristics of the Caribbean creole language. The two articles written by Stewart further develop the hypothesis that black speech has developed from a creole origin. Dalby in his article postulates that varieties of Black English are evident in various parts of the world today, and Black American English is but one of the varieties which fits into this continuum. Davis, on the other hand, questions the validity of the conclusions concerning a creole origin for black speech. Finally, Wolfram concludes that there are speech differences between white and black children, but that they are not significant enough to warrant calling Black English a "different language." (HOD)

ED 079 736 CS 200 592

Brook, G. L.

Varieties of English.

Pub Date 73

Note—196p.

Available from—St. Martin's Press, 175 Fifth Avenue, New York, N.Y. 10010 ($7.95 cloth)

Document Not Available from EDRS.

Descriptors—*American English, Child Language, Diachronic Linguistics, *Language Styles, *Language Usage, Regional Dialects, Social Dialects, Synchronic Linguistics

Identifiers—*British English

The English language is not a monolithic entity but an amalgam of many different varieties that can be associated respectively with groups of speakers, with individuals, and with the occasion. Among such varieties are slang, regional and class dialects, the language of children, and the language used by public speakers, journalists, lawyers, scientists, and advertisers. Contributing to these varieties are dialects, idiolects, registers, slang, usage, and the changing nature of our language. A number of changes in pronunciation, vocabulary, and syntax are currently taking place and are thus constantly creating new varieties of English. (HOD)

ED 079 739 CS 200 596

Pei, Mario

Double-Speak in America.

Pub Date 73

Note—216p.

Available from—Hawthorn Books, Inc., 260 Madison Avenue, New York, New York 10016 ($6.95)

Document Not Available from EDRS.

Descriptors—Activism, *Definitions, Economics, Federal Government, Feminism, *Language Role, Mass Media, Negroes, Politics, *Propaganda, Publicize, *Semantics, Violence, Youth

"Weasel words"--newly minted phrases and words or novel interpretations of old words which may be "intentional slants, distortions, and outright coinages inspired by a purpose of profit, propaganda, or, at the very least, personal or institutional prestige" are exposed as they appear in the language of violence, dissent, the right, the left, the middle, the Pentagon, Madison Avenue, and academia. The popularity of catch-phrases, from such harmless offerings as "Try it, you'll like it" to more insidious, slanderous name-calling, such as sexist," "racist," "Communist," "Middle American," and "liberal," are examined. By exploring the aesthetics, derivations, and present connotations of words, the author keeps tabs on our language as it develops, showing how every facet of our society resorts to double-talk. (MF)

ED 079 744 CS 200 602

Henderson, Stephen

Understanding the New Black Poetry: Black Speech and Black Music as Poetic References.

Pub Date 73

Note—394p.

Available from—William Morrow & Co., Inc., 105 Madison Ave., New York, New York 10016 ($9.95)

Document Not Available from EDRS.

Descriptors—*Anthologies, Ballads, Diction, Figurative Language, Folk Culture, Music, *Negro Achievement, *Negro Culture, Negro Dialects, *Negro Literature, *Poetry

Oral tradition, both rural and urban, forms an infrastructure for this anthology, which presents selections of black poetry with an emphasis on the poetry of the sixties. Based on the thesis that the new black poetry's main referents are black speech and black music, the anthology includes examples from the oral tradition of folk sermon, spirituals, blues, ballad, and rap. An extensive introduction explores the many forms used by black poets, with comments on what is black in the poetry in terms not only of theme and fidelity to the black experience in America, but in terms of structure as well. Biographical notes on the contributing poets are appended to the anthology. (MF)

ED 079 785 CS 500 351

Haney, Roger D.

Suggestions for Speech-Communication Research in Urban Settings.

Pub Date Dec 72

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Assn., (58th, Chicago, December 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*City Problems, *Information Theory, *Interpersonal Relationship, Racial Integration, *Research Needs, Speech Habits, *Urban Environment, Urban Population, Urban Studies

Communication problems within an urban society are those of communication from the people to the city, communication from the city government to the people, and interpersonal interaction among the people. Communication to the city from the people has often taken the form of protests, occasionally leading to riots. The interpersonal communicator from the city to the people is usually the policeman. The problem with interpersonal relationships among the people themselves involves differences in language usage, especially among low-income groups. There is great need for speech communication research in this area, especially in order to determine whether or not language training in the schools can help end the difficulties that urban people have in interacting on a personal basis. (RM)

ED 080 011 FL 004 286

Kleederman, Frances

Black English: Two Viewpoints.

Pub Date 28 Apr 73

Note—23p.; Paper presented at the Symposium of the Association of New Jersey College and University Professors, Ocean County College, Toms River, New Jersey, April 28, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, Contrastive Linguistics, Creoles, Cultural Background, *Deep Structure, Diachronic Linguistics, Grammar, *Language Development, *Linguistic Theory, Literature Reviews, *Negro Dialects, Nonstandard Dialects, Pidgins, *Research Methodology, Social Dialects, Sociolinguistics, Surface Structure, Synchronic Linguistics, Verbs

This paper focuses on the two main schools of thought concerning the structure of Black English and its relationship to other dialects. One approach is that of the social dialectologists who claim that Black English shares features and origins of white non-standard Southern speech; the frequency with which specific features occur in actual speech constitutes the dialect differences. On the other side, the Creolists contend that Black English can be traced to pidgin and creole-based systems originating in coastal West African languages; the deep structural differences in Black English represent underlying vestiges of its West African origin. These two viewpoints are considered in their analysis of the verb system of Black English, specifically with respect to the verb "be" and to verb agreement and aspect. The social and educational implications of these theories are also discussed. (VM)

ED 081 000 CS 200 625

Carmony, Marvin

Indiana Dialects in Their Historical Setting.

Indiana Council of Teachers of English, Terre Haute.

Pub Date 72

Note—58p.

Available from—Charles D. Blaney, Executive Secy., Indiana Council of Teachers of English, Div. of Extended Services, Indiana State Univ., Terre Haute, Ind. 47809 ($2.00)

Document Not Available from EDRS.

Descriptors—American English, *Area Studies, *Descriptive Linguistics, *Dialect Studies, Grammar, Pronunciation, *Regional Dialects, Speech Habits, Vocabulary

Identifiers—*Linguistic Atlas of the United States Project

The 25 communities that were chosen for the Indiana portion of the Linguistic Atlas of the United States project were selected in part to provide coverage of an area but in some instances because of their early settlement, location on a migration route, or geographical features. Data were collected by means of a questionnaire which contained several hundred items carefully selected to draw out features of vocabulary, pronunciation, and grammar as the fieldworker engaged the informant in easy and natural conversation. These "worksheets" are periodically revised and reflect new items as well as the passing away of others. Not only were responses transcribed phonetically on the spot but interviews were also tape-recorded to insure phonetic accuracy. Informants were natives of their community and representative of particular social and age groups within that community--nearly half were either high school or college educated, providing a considerable body of information concerning differences in folk, common, and cultivated speech. Chapters are divided by the historical context of Hoosier speech, the dialect areas of Indiana, some aspects of the speech of young informants, and some comments on the pronunciation of English in Indiana. Appended are several dialect maps of Indiana. (HOD)

ED 081 253 FL 004 186

Key, Mary Ritchie

Black English: A Selected Bibliography.

Pub Date [72]

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American English, *Bibliographies, Curriculum, Dialect Studies, *Educational Problems, Folk Culture, Glossaries, Gullah, Language Development, *Language Instruction, *Language Research, Language Role, Language Usage, *Negro Dialects, Nonverbal Communication, Verbal Communication, Vocabulary, Word Lists

This bibliography lists approximately 200 books and articles on the subject of Black English for practical use by students interested in linguistic analysis and by educators. The listing is divided into seven sections: Linguistic Analysis--Linguistics and Culture; Lexicons, Word Lists, Glossaries; Vocabularies; Verbal Art; Nonverbal Communication; Gullah and the History of Black English; Education; and Curriculum. In her introductory remarks, the author describes her rationale for selection of materials; works presenting a negative attitude toward Black English have not been included. (VM)

ED 081 266 FL 004 476

Krohn, Robert

Underlying Vowels in Modern English.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Mar 72

Note—36p.; In Working Papers in Linguistics, v4 n1 p123-158 Jan-Mar 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Articulation (Speech), Descriptive Linguistics, Distinctive Features, *English, *Generative Grammar, Morphemes, Morphology, Languages, Morphophonemics, Phonemes, Phonological Units, *Phonology, Physiology, Pronunciation, Structural Analysis, Syllables, Vocabulary, *Vowels

Identifiers—Chomsky (Noam), Halle (Morris)

This paper proposes a set of underlying vowels, alternate to those of Chomsky and Halle, to account for vowel alternations. This phonetic representational system, which is to a degree an extension of Chomsky's and Halle's basic framework, is demonstrated in the Laxing Rule and the Vowel Alternation Rule for all vowel variables. An appendix contains a summary of rules; a bibliography of references is also included. Research was supported by a grant from the Office of Education, Department of Health, Education, and Welfare to PALI (Pacific and Asian Linguistics Institute) of the University of Hawaii. (DD)

ED 081 493 PS 006 755

Ammon, Paul R.

Syntactic Elaboration in the Speech of Lower-Class Black and Middle-Class White Preschool Children.

California Univ., Berkeley. Inst. of Human Learning.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 1 Mar 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Caucasians, *Disadvantaged Youth, *Language Development, Language Handicaps, Lower Class, Middle Class, Negroes, *Preschool Children, *Psycholinguistics, *Syntax

Identifiers—Syntactic Elaboratio

This study was designed to investigate the assumption that young, lower-class black children have language deficits based on the use of a restricted (as opposed to an elaborated) syntactic code. The speech of 69 black lower-class and 30 white, middle-class 4 1/2-year olds was compared. Speech samples were elicited through semistructured picture interviews, which were tape recorded. Two types of syntactic units, verb-complement units and noun phrases, were selected for analysis. Each unit was coded with respect to features describing internal structure, grammatical function, and context in the interview. Coding reliability was reported to be at least 90% accurate in all cases. Results indicated that the total number of units produced by an average subject was quite similar for both groups. Elaborative elements added to a verb-complement (expansion units) were analyzed, and there was virtually no difference (in relative frequency) between the two groups. Expanded units were further studied for nine variables, only three of which were significantly different between groups, with one difference favoring the lower-class children. Deletions of basic constituents of sentences were analyzed, and the data showed little or no relationship to the elaboration deficit hypothesis. It was concluded that this hypothesis is not empirically supported. (DP)

ED 081 865 UD 013 755

Lawhon, Susan Harvin

The Comparison of One Teacher's Oral Language Assessment and a Panel of Experts' Oral Language Assessment of Ten Blacks.

Pub Date Aug 73

Note—97p.; Thesis, Degree of Master of Education, Univ. of Texas at Austin, Texas, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiolingual Skills, Educational Diagnosis, *Language Skills, *Language Tests, *Listening Skills, Negro Dialects, *Negro Students, Oral English, Reading Instruction, Reading Readiness, Standard Spoken Usage, Student Teacher Relationship, Testing Problems, Test Interpretation

Identifiers—Gloria and David Beginning English Test

Numerous investigations of the relationship of oral language skills to the acquisition of reading show that the nonstandard language of the child accounts, at least in part, for classroom failure. Even a teacher who is well informed about the

nature of nonstandard language and its relationship to reading and academic success requires a valid oral language test instrument to evaluate his students and plan accordingly. One test which has been used successfully with over 1,500 students from different cultural and ethnic background throughout the United States is the "Gloria and David Beginning English Test Six." This sentence repetition test has been found highly reliable for evaluating language in terms of language dominance (Standard English, Negro Nonstandard English, or Spanish), and Standard American English comprehension, production, phonology, inflections and syntax. The purpose of this study was to determine if 50 tapes are required to adequately train someone to use the test. The research design involved evaluating the oral language performance of ten black children at three different times and correlating these ratings with the mean ratings of 15 linguistic experts. Since the author of the test felt 50 tapes would be required to train one teacher, the study was constructed around this number. (Author/JM)

ED 082 196 CS 200 637

Labov, William

Language in the Inner City: Studies in the Black English Vernacular.

Pub Date 72

Note—412p.

Available from—University of Pennsylvania Press Inc., 3933 Walnut Street, Philadelphia, Pa. 19104 ($6.95 paper)

Document Not Available from EDRS.

Descriptors—Dialect Studies, Language Handicaps, *Language Patterns, *Language Research, *Language Role, *Negro Culture, Negro Dialects, *Reading, Sociolinguistics, Verbal Communication

Reported here is the work of two linguists, William Labov and Paul Cohen, and of two black researchers who know the culture of the inner city, Clarence Robins and John Lewis. Together they explore certain aspects of Black English vernacular (BEV) and certain political and cultural aspects of the black community. Part 1 (chapters 1-4) deals with the grammar and the sound system of BEV, especially the area where the two systems interact. Part 2 (chapters 5-7) examines the vernacular in its social setting, focusing directly at the relations between the social system and the vernacular culture. Part 3 (chapters 8-9) contains two studies of the vernacular culture itself: the institution of ritual insults and personal narrative. (HOD)

ED 082 198 CS 200 669

Unipac 3: A Language Arts Curriculum Theory, Abstractions, Statements in Context, and Language Change; And Instructional Packets: Symbol-Referent, Denotation and Connotation, Appropriateness, Dialect, Occasion, and Form and Media.

Madison Public Schools, Wis.

Pub Date [72]

Note—214p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Communication (Thought Transfer), Communication Skills, *Curriculum Design, Diachronic Linguistics, Dialects, Discourse Analysis, *Elementary Education, Instructional Aids, Intercommunication, *Language Arts, Mutual Intelligibility, Semantics, *Sociolinguistics

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Based on the belief that the most appropriate focus of a language arts curriculum is the process and content of communication, these several unipacs (instructional packets) explore some essential elements of communication which should be incorporated into a curricular theory: (1) abstraction, which is the assertion that words may be classified as relatively abstract or concrete; (2) statements in context--reports, inferences, and judgments; (3) symbols (words) and referents; (4) denotative and connotative meaning; (5) the appropriateness of communication, which can affect the effectiveness of a message; (6) language change as a result of time, geography, and culture; (7) dialects, which show variation in pronunciation, vocabulary, and syntax; and (8) form and media--form being the physical and literary framework in which a message appears and media representing the carrier of a message from sender to receiver. Activities and situations are presented in each instructional packet to help conceptualize the various communicative elements. (HOD)

ED 082 230 CS 200 720

Reed, Carroll E.

Dialects of American English.

Pub Date 73

Note—119p.

Available from—The University of Massachusetts Press, Amherst, Mass. 01002 ($4.50 paper)

Document Not Available from EDRS.

Descriptors—*American English, *Dialect Studies, *Instructional Materials, Language Patterns, Language Research, *Regional Dialects

Intended for use with students who have just become aware of dialect variations, this book addresses dialects of American English. Chapters include an introduction to dialect study, discussions of colonial English, Eastern settlement, Eastern words, Eastern pronunciation, Eastern grammar, the Westward movement, an analysis of sectional atlas studies (the Great Lakes area, the Upper Middle West, Texas, Colorado, northern and southern sections of other Rocky Mountain areas, California, and the Pacific Northwest), and the future of American dialect studies. Dialect maps and a selected bibliography on regional dialect variation are provided. (HOD)

ED 082 554 FL 004 135

DeVere, Louise A.

Non-Standard English in Norfolk City Schools.

Pub Date 6 Aug 71

Note—145p.; M.A. Thesis, Old Dominion University, Norfolk, Virginia

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Age Differences, American English, Educationally Disadvantaged, *Ethnic Distribution, Language Research, Language Usage, Linguistic Patterns, Masters Theses, *Morphology (Languages), Negro Dialects, *Nonstandard Dialects, Pronouns, Regional Dialects, Research Methodology, School Integration, Social Dialects, *Social Distribution, Social Status, *Syntax, Verbs

Identifiers—*Norfolk, Virginia

It is the intent of this Master's Thesis to describe the nonstandard morphology and syntax of a representative sample of children in the Norfolk City schools. The description is organized according to the linguistic patterning of nonstandard English features and their social and ethnic distribution. The speech of both white and Negro children is considered in the interest of clarifying the question of ethnic stratification of dialect features. The research methodology is described, and a discussion of isolated features follows; such features include the zero-copula, invariant "be," third person singular present tense verbs, past forms of the verb, negation, plural formation, pronouns, and questions. The study concludes with implications for future research and pedagogical considerations. The distribution patterns that emerge from the study indicate that most nonstandard features occur in Norfolk in the speech of whites as well as of Negroes. The dialect variations seem to be regional rather than social. The appendixes include the data collection forms and the dialect study questionnaire used in the research. (Author/VM)

ED 083 616 CS 200 767

Shuy, Roger W. And Others

Sociolinguistic Factors in Speech Identification.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 69

Note—135p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Dialect Studies, *Employer Attitudes, Employment Potential, Language Patterns, Language Role, *Negro Dialects, Nonstandard Dialects, Pattern Recognition, Racial Factors, *Racial Recognition, Socioeconomic Influences, *Sociolinguistics

Identifiers—*Speech Identification

The first of two experiments conducted in Detroit investigated the relationship between class and ethnic membership and identification of class and ethnicity; the role age and sex of respondent play in accuracy of speaker identification; and attitudes toward various socioethnic speech patterns. The second study was concerned with the attitudes of employers and potential employees toward various speech patterns. The evidence from the first study made it clear that in Detroit, regardless of the age, race, sex or socioeconomic status of the listener, Negro identity of taped speakers could be made accurately from a minimum of 74.4% to a maximum of 86.2% of the time. It was also significant that lower socioeconomic status was more accurately identified. The use of the semantic differential scale was also noted to compensate for the general inarticulateness of the public in evaluating speech. The second study indicated that employers do judge potential employees on the basis of speech. As it relates to possible job opportunities, however, the employers consistently rated the speech as appropriate for lower level jobs than the actual employment level of the speaker. In addition, teenagers seemed to correlate the concept of "successful" and "acceptable" speech with opportunity. (HOD)

ED 083 628 CS 200 787

Kernan, Claudia Mitchell

Language Behavior in a Black Urban Community. Monograph of the Language-Behavior Research Laboratory, No. 2.

California Univ., Berkeley. Language and Behavior Research Lab.

Pub Date Feb 71

Note—174p.

Available from—Univ. of California Language-Behavior Research Laboratory, 2224 Piedmont Ave., Berkeley, Calif. 94720 ($3.50)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Black Community, Dialect Studies, *Doctoral Theses, Language Research, Language Role, Language Styles, *Linguistic Patterns, *Negro Dialects, Oral Expression, Sociolinguistics, *Speech Habits

Based on research conducted in Oakland, California, between 1965 and 1967, this dissertation explores some aspects of language behavior in a black working-class community. Chapter 1 deals with selected features of the code which serve to differentiate the speech community from others and compares the findings of the present study with those of researchers in other geographical areas. In chapter 2, the folk labels for some phonological, grammatical, and lexical variants are discussed in conjunction with attitudes toward these variants. Chapter 3 deals with the ethnographic description of several speech acts: signifying, marking, and loud-talking. Conclusions are then provided, references are cited, and the distribution of finite forms of "be" in a speech sample and samples of Black English sentences edited by four teenage native speakers are appended. (Author/HOD)

ED 083 655 CS 500 442

Davis, France A

Black English: A Community Language.

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (November 19-21, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*African American Studies, Biculturalism, *Communication (Thought Transfer), *Cross Cultural Studies, Cultural Interrelationships, Language Styles, *Language Usage, Negro Culture, *Negro Dialects, Negroes, Verbal Communication

Identifiers—*Afro American Communication

Black English, the particular variation of the English language used by many American Negroes, is frequently condemned as inferior to standard English by arbiters of language usage, but many Negroes find the structures and style of black English satisfactory for their communication needs. Black English is the result of a complex, developmental history, emerging from the primarily verbal intercommunication prevalent in the early culture of English-speaking Negroes. Because of its history and its usefulness, black English has earned a legitimate place in the American culture and educational system. The author argues that since black English is the usage most frequently practiced by the largest racial minority group in the United States and since it has a consistent linguistic structure, such language usage can no longer be ignored in academic studies of American language or in the curricula of American schools. (CH)

ED 084 516 CS 200 784

Yesulaitis, Mary Patricia Cronin

Procedures for Developing Oral Language Facility in Children Pre-K through Grade Three: A National Survey

Pub Date 72

Note—157p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-16,536, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Dialects, Doctoral Theses, *Early Childhood Education, Evaluation Methods, Individualized Instruction, *Language Development, *National Surveys, Oral Communication, *Oral Expression, Parent Influence, Speech Instruction, Speech Skills, *Standard Spoken Usage, Teacher Role

The purpose of this study was to make and compare recommendations for developing oral language facility in children pre-K through grade three. Three sources were investigated: selected writers in the field of reading, curricula sent by 32 State Departments of Education, and pertinent ERIC materials. Recommendations dealt with education in general, the needs of the child, the role of adults, actual procedures, and methods of evaluation. The following conclusions were reached in the three source areas: children should begin formal training in oral language earlier, classrooms should be arranged flexibly to permit a maximum of speech activities, and instruction should be individualized. Oral language training should be an integral part of all school subjects. The child is dependent on parents, teachers, and other adults for models of speech, for information, and to help expand his knowledge and use of language. The teacher must be a model of standard dialect for the child, and before the teacher can teach the child standard dialect, he must understand the child's home dialect. Criteria for judging oral performance in the classroom should be established cooperatively by the teacher and the children. (Author/RB)

ED 084 523 CS 200 805

Nash, Walter

Our Experience of Language.

Pub Date 71

Note—222p.

Available from—St. Martin's Press, 175 Fifth Ave., New York, N.Y. 10010 ($6.95)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Language, *Language Role, *Language Styles, Language Usage, *Linguistics, Literary Styles, *Social Behavior, Social Influences

Concerned with language as a form of social experience, this book considers language, English in particular, as an element in the pattern of daily life, as a form of contract between individuals and society, as the object and instrument of social judgments, as a historical testament to the continuity of human culture, and as the medium of literary art. Chapters include discussions of how language and the social environment are governed by conventions of usage; factors governing communication between persons; the game-resembling quality of interlocutory language; how an individual must learn in his language-behavior to make concord between self-assertion and what the community demands of him; how language provokes the classifying judgments and prejudices that are called forth by any other form of social behavior but with peculiar immediacy and force, language growth and language change; and literary language--the ways in which written language can be used for utilitarian ends or for pleasure. The book concludes with a chapter on our experience of language. Appendixes provide a list of phonetic symbols and terminology, specimens of English (1014-1970), and a select bibliography. (HOD)

ED 084 599 CS 500 487

Heinberg, Paul

Interpersonal Learning Systems for National Speech-Communication.

Pub Date 73

Note—46p.; Report of a special project of the Department of Speech-Communication at the University of Hawaii

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American English, *Articulation (Speech), Behavior Patterns, Communication (Thought Transfer), Communication Skills, Language Patterns, Linguistic Competence, Linguistic Performance, *Nonstandard Dialects, Paralinguistics, Pidgins, Regional Dialects, Research Methodology, *Speech, Speech Education, Speech Evaluation, Speech Habits, *Speech Skills

Identifiers—*National Speech Communication Learning System, University of Hawaii

A consensus has prevailed among educators that Americans of varying ethnic, social, cultural, and linguistic backgrounds who must communicate with each other in social, academic, and occupational situations might achieve a greater degree of rapport if the dialect of the English mutually spoken and the speech mannerisms used were standardized. Standard English was developed to set a norm for the general "language" characteristics. A command of Standard English implies a person's "linguistic competence." The National Speech Communication Learning System was established by the University of Hawaii to enable students with Pidgin speech to become more effective in Standard English. The strategy began with criterion reliability and validity and emerged into a six-system scheme of professor and student tutoring. Over 2,000 students participated in the project, and some modification of nonstandard speech behavior was achieved. (DS)

ED 085 668 CS 000 860

Andreacchi, Joseph

Listening Comprehension and Reading Comprehension of Negro Dialect Speakers in Negro Dialect and in Standard English.

Pub Date 73

Note—150p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-25,153, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Dialect Studies, Doctoral Theses, *Educational Research, Language Research, *Listening Comprehension, Negro Dialects, Nonstandard Dialects, *Reading Comprehension, Secondary School Students, Standard Spoken Usage

This study examined whether dialect background interferes with the comprehension of school material due to structural and phonological differences and whether reading or listening is a more efficient mode for presentation of school material. The population of 304 black male adolescents was randomly assigned to four groups, and seven passages of school-related material were presented to each group in one of four methods: read in standard English, read in Negro dialect printed in standard English orthography, listen in standard English, and listen in Negro dialect. Multiple-choice questions in standard English form were asked all groups, in print for the two reading groups, and orally with the answers also presented in print for the two listening groups. No significant difference in comprehension performance was found between the dialect and standard English groups or between the reading and listening groups. Implications for further research include the need for dialect studies in expressive English and with younger children and the need for questioning the legitimacy of testing older dialect speakers in standard English. (Author/TO)

ED 085 691 CS 000 894

Peskin, Marietta Esposito

Interaction of Dialect, SES, Ethnicity upon Listening and Reading Comprehension of Fifth Graders.

Pub Date May 73

Note—137p.; Ed.D. Dissertation, Graduate School of Education, Rutgers University, The State University of New Jersey

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cultural Background, *Grade 5, Listening, Negro Youth, Nonstandard Dialects, Psycholinguistics, *Reading Comprehension, Reading Instruction, Reading Research, *Socioeconomic Status, Sociolinguistics, *Standard Spoken Usage, Teaching Methods

Conformity to Standard English, ethnic background, socioeconomic status (SES), and modes of presentation were investigated to determine the influence of these four factors on reading comprehension among fifth graders. Homogeneous groups within four experimental categories were formulated: middle SES white students, low SES white students, middle SES black students, and low SES black students. Two experimental treatments, aural-oral (A-O) and visual-reading (V-R), were involved. Findings indicated that (1) the comprehension of children whose speaking patterns conform to Standard English was significantly greater than that of children speaking a dialect, regardless of treatment; (2) the comprehension of middle SES children was significantly greater than that of low SES children when tasks were expressed in Standard English; (3) the comprehension of white children was not significantly greater than that of black children when tasks were presented in either the

A-O mode or combined A-O and V-R modes; (4) comprehension of white children was greater when the directed tasks expressed in Standard English were presented in the V-R mode; and (5) the subjects more readily understood materials presented in the A-O mode than materials presented in the V-R mode. (Author/HOD)

ED 085 766 CS 200 975

Martin, Charles B. Rulon, Curt M.

The English Language: Yesterday and Today.

Pub Date 73

Note—260p.

Available from—Allyn & Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02210 ($6.95)

Document Not Available from EDRS.

Descriptors—*American English, *Diachronic Linguistics, Grammar, Higher Education, *Language Universals, *Language Usage, Linguistic Patterns, Phonology, Standard Spoken Usage, *Synchronic Linguistics, Syntax, Transformation Generative Grammar

This book is a selected distillation of linguistic scholarship which describes from both a historical (diachronic) and a contemporary (synchronic) viewpoint that conglomerate set of dialects and idiolects called English. The emphasis is on contemporary American English. But foreign language examples are also given in an attempt to demonstrate the universality of some of the linguistic descriptions and to show some features which many modern languages have in common. Besides introducing the reader to certain basic principles of language study, this book is designed to give a quick overview of the history of our language and a short resume of the history of grammar. Chapters include: "The Nature of Language," "The English Language, Yesterday," ", Grammar Study; Then and Now," "English Grammar Today; A Transformation-Generative Approach," "English Phonology Today; A Feature Approach," "Dialectal Variations in Today's English," "Usage and Lexicography, Yesterday and Today," and "Implications for Teachers." A table of special symbols and an index conclude the book. (RB)

ED 085 801 CS 500 539

Hopper, Robert

Is Deprivation Linguistic? Suggested Changes for Teacher Training Programs Concerned with Black English.

Pub Date Nov 73

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication (Thought Transfer), Communication Skills, Language Research, Language Usage, Linguistics, *Negro Dialects, *Nonstandard Dialects, *Social Dialects, Socioeconomic Influences, Sociolinguistics, *Speech Instruction, *Speech Skills, Teacher Education, Teaching Techniques

Identifiers—*Black English

The approach to the study of black English usage that is based on a theory of linguistic differences between blacks and whites is inadequate, because it ignores the socioeconomic aspects of dialects. It does not resolve the problems that exist in schools for students who use black English regularly. The issue is made more complex since linguistics disagree about the nature of black English, who uses it, and the aims and strategies of instruction most suitable for those speakers. Teacher training programs should be based on a "social-contextual" approach to communication. Students should be taught to be eloquent in varied communication situations. Further, all speakers of English, in spite of wide varieties of dialect, share a basic common written language, and linguistic differences are a result of social and cultural differences in all segments of English-speaking societies. Teachers should seek understanding of the various backgrounds and value systems that form the contexts of individual communication situations. (RN)

ED 086 018 FL 004 774

Mizelle, Richard M.

The Effects of Dual Information Processing of Standard and Nonstandard English in Nonstandard Speakers.

Pub Date [71]

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American English, Analysis of Variance, *Comparative Analysis, English Education, Experimental Groups, *Information Processing, Language Instruction, Language Standardization, Listening Comprehension, Listening Skills, Negro Education, *Negro Students, *Nonstandard Dialects, Oral English, Questioning Techniques, Reading Comprehension, Reading Skills, *Standard Spoken Usage, Tables (Data)

The effect of processing information in standard and nonstandard English was investigated using an equivalent standard and nonstandard English passage as the stimulus. Eight literal and eight inferential questions derived from the passage were used as the index of comprehension. Two hundred Black students were randomly assigned by class to one of the eight treatment conditions. The experimenter was also Black. The design called for 25 subjects per cell. The conditions were: printed SS, SN, NS, NN, and auditory SS, SN, NS, NN (S=standard, N=nonstandard). An analysis of variance within groups with certain planned comparisons was carried out. A linear trend was also applied to the data. The results revealed four out of ten planned comparisons to be significant. The NN printed condition facilitated learning more than any other condition. The NN condition collapsed across sensory modes (printed and auditory) was found to facilitate retention more than any other collapsed combination. (Author)

ED 086 034 FL 004 975

Eskey, David E.

The Case for the Standard Language.

Pub Date 11 May 73

Note—11p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (7th, San Juan, P.R., May 11, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American English, Dialects, Discriminatory Attitudes (Social), Educational Discrimination, *Educational Strategies, English, English Curriculum, English Education, *English Instruction, English Programs, Language Instruction, *Language Standardization, Language Styles, Language Usage, *Nonstandard Dialects, Oral English, Regional Dialects, Social Dialects, *Standard Spoken Usage

This paper discusses the controversy over nonstandard dialects as opposed to the standard language in the teaching of English and makes a case for maintaining a commitment to Standard English. The primary function of standard English is to provide a means by which members of English-speaking society can communicate with each other. It is essentially a complex set of rules, much like the rules of baseball or chess and abandoning the rules or stretching them too far can result in a total breakdown of the game. That the rules of standard English are an arbitrary set of intrinsically no better than those of nonstandard dialects in no way detracts from their immeasurable value as the agreed-upon rules. To some extent, the drive for social justice depends on certain kinds of education, and teaching the facts about languages and dialects may help to dispel one kind of prejudice. The school, however, must also continue to teach students to read and write the standard language, not as the language of the rich or powerful, but as the language of educated English speakers. (Author/HW)

ED 086 949 CS 000 876

Cullinan, Bernice E., Ed.

Black Dialects & Reading.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Contract—NEC-0-72-4636

Note—205p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 00572, $3.95 nonmember, $3.75 member)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Beginning Reading, Language Experience Approach, *Language Handicaps, *Negro Dialects, Nonstandard Dialects, Oral English, Psycholinguistics, *Reading Instruction, *Reading Materials, Reading Processes, *Reading Skills, Tenl

Identifiers—*Black English

This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction. Part 1 focuses on the issues in teaching black children to read and provides the teacher with an orientation to some of the specific problems in the field such as the question of the existence and nature of black dialects, whether black English speakers should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnostic tools are described in part 2 so that the teacher can identify the language base on which to build individual programs. Articles in part 3 suggest classroom strategies for teaching oral standard English to nonstandard speakers. Part 4 provides materials which guide teachers in assisting dialect speakers in their special problems with correspondence between spoken forms and written symbols in beginning reading. Part 5 contains the edited transcripts of the proceedings from a conference which provide a framework for understanding the questions that black English raises in the teaching of reading. Two special resources for teachers, including an annotated bibliography of materials on language, dialects, and reading, comprise part 6. (HOD)

ED 086 966 CS 000 912

Knapp, Margaret O.

Awareness of Black Dialects by First- and Fifth-Graders as Related to Race, Socioeconomic Status, and Sex.

Pub Date Jan 74

Note—187p.; D. Ed. Dissertation, Rutgers University, The State University of New Jersey

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Doctoral Theses, Ethnic Groups, Grade 1, Grade 5, Language Ability, Language Development, *Language Research, *Language Usage, *Negro Dialects, *Negro Youth, Nonstandard Dialects, Reading, Sex Differences, Socioeconomic Status, *Standard Spoken Usage

The purpose of this study was to examine the relationship between age, ethnic group, socioeconomic status, and sex, and the development of an awareness of the social and racial significance of language dialects. Eighty children from first and fifth grades served as subjects. The subjects were presented with four tasks: (1) a discrimination task of their ability to hear minimal differences in paired sentences, one having Standard English features, the other Black English features; (2) an identification task as to whether a sentence in Black English or Standard English had been stated properly or improperly from a teacher's point of view; (3) an identification task indicating the race of the speaker of Standard English or Black English; and (4) an identification task that required the subjects to identify a speaker according to social class. An analysis of

variance was performed for each task. The results indicated that awareness of the social and racial significance of dialect does increase from first to fifth grade, the differences between black students and white students in the identification of Standard English forms was not significant, and no social or sex differences were found for any of the four tasks. (WR)

ED 086 991 CS 200 946

Laird, Charlton

You and Your Language.

Pub Date 73

Note—132p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($6.95 cloth, $2.45 paper)

Document Not Available from EDRS.

Descriptors—*Diachronic Linguistics, Dialects, Etymology, Grammar, *Language, Language Development, *Language Role, *Language Styles, Language Universals, *Language Usage, Literature, Semantics, Synchronic Linguistics, Writing

The structure, complexity, and peculiarities of the English language are examined in this book, which begins with a discussion of the nature of language. Chapters are devoted to: (1) naming--"Language as Answer to a Need"; (2) grammar--"Language as Economy"; (3) words--"Language as the Finding of Minds"; (4) etymology--"Language to Stretch Brains With"; (5) application--"Language to Stretch Brains With"; (6) borrowing and affixing--"Language to Work With"; (7) language learning--"Language to Play With, Including Slang"; (8) dialects--"Language Working in Its Own Way"; (9) usage--"Language as Fashion"; (10) writing--"Language, the Mother of Tools"; (11) literature, rhetoric, learning, professions, and business--"Language as Growth"; (12) the Whorfian hypothesis--"Language as God"; and (13) "Language and the Future." (HOD)

ED 087 007 CS 200 980

Politzer, Robert L.

Problems in Applying Foreign Language Teaching Methods to the Teaching of Standard English as a Second Dialect. R and D Memorandum 40.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RDM-40

Pub Date Dec 68

Contract—OEC-6-10-078

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cultural Factors, *Language Instruction, *Learning Motivation, *Nonstandard Dialects, Sociolinguistics, Standard Spoken Usage, Teacher Attitudes, Teacher Education, *Teaching Methods, *Teni

This booklet comments on the second dialect teaching situation with special emphasis given to the role of the native dialect, the definition of the standard dialect, special factors affecting the pupil, teaching methodology, and teacher training. The first section examines dialects associated with the influence of a specific foreign language, pidgin or creole, and social or regional substandard varieties of English with particular emphasis on the latter and its pedagogical implications. The second section discusses the definition of standard English, and the third section focuses on special considerations concerning the learning situation of the pupil, that is, integrative versus instrumental motivation and differences between the theories of cultural deprivation and cultural differences. Teaching methodology, especially for: language teaching, is discussed in section four. Finally, teacher training recommendations stress the need for teachers to possess an attitude which recognizes that substandard dialects are regular systems of communication in their own right are discussed in the last section. (HOD)

ED 088 123 CS 500 610

Sergel, Sherman Louis, Ed.

The Language of Show Biz: A Dictionary.

Pub Date Oct 73

Note—254p.

Available from—The Dramatic Publishing Company, 86 East Randolph Street, Chicago, Illinois 60601 ($12.50 cloth)

Document Not Available from EDRS.

Descriptors—*Definitions, *Dictionaries, Drama, *Dramatics, Expressive Language, *Language Usage, Reference Books, Stages, *Theater Arts, Vocabulary

Identifiers—*Show Business

This dictionary of the language of show biz provides the layman with definitions and essays on terms and expressions often used in show business. The overall pattern of selection was intended to be more rather than less inclusive, though radio, television, and film terms were deliberately omitted. Lengthy explanations are sometimes used to express nuances of a word or phrase. Terms which have a number of different definitions, each of equal validity, are also included. Contributing editors include Alan Alda, Claudia Cassidy, Alvin Deutsch, Irvin Feld, Lewis Funke, Sheldon Harnick, Vance Johnson, F. Beverly Kelley, John Kenley, Philip Lang, Jerome Lawrence, Robert Lee, Harold Minsky, Ben Pearson, David Rogers, Harvey Sabinson, Jack Schlissel, Richard Seff, Sammy Smith, and Sam Zolotow. A form for contributing remarks or comments is provided at the end of the dictionary. (HOD)

ED 088 285 FL 005 128

Lewis, Brian A.

On the German Language in America.

Pub Date Oct 72

Note—12p.; Paper presented at the meeting of the Rocky Mountain Modern Language Association (Tucson, Arizona, October 1972)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Dialect Studies, *German, *Immigrants, Indo European Languages, Native Speakers, *Sociolinguistics

Identifiers—*New Glarus, Wisconsin

Sociolinguistic patterns among German immigrants to the United States of America are examined in this paper. Earlier studies in this area, including Wolfgang Viereck's work published in "Orbis" in 1967 and 1968, are examined. Through an analysis of the immigration patterns of the citizens of Glarus, Switzerland, in 1845 to New Glarus, Wisconsin, the author reveals reasons for the decline in community interest in maintaining the Swiss German dialect of the original settlers as the mother tongue. (RL)

ED 088 619 RC 007 742

Ryan, Ellen Bouchard Carranza, Miguel A.

A Methodological Approach to the Study of Evaluative Reactions of Adolescents Toward Speakers of Different Language Varieties.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association, Dallas, Tex., March 1974

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Adolescents, *American English, Anglo Americans, *Auditory Perception, Bilingualism, Cultural Background, English (Second Language), Mexican Americans, Oral Expression, *Phonemics, Pronunciation, *Role Perception, *Spanish Speaking

Summarizing recent research on evaluative reactions toward Mexican American speech varieties, the paper obtained contrasting evaluative reactions for standard English versus standard Spanish, for standard English versus highly accented English, and for varying degrees of accented English. Anglo and Mexican American adolescents from a Chicago high school rated the personalities of 16 speakers representing 4 "context x language" categories: English-Home, Spanish-Home, English-School, and Spanish-School. For both groups, there was a definite preference for English in school, and slight preference for Spanish in the home. The important effect of the contextual domain on evaluative reactions toward English and Spanish speakers suggested that the subject takes into account the appropriateness of the speaker's behavior as well as his ethnicity. In eliciting reactions toward standard and accented English, standard speakers received more favorable reactions in every case. The relationship between the amount of accentedness heard and the attributed characteristics of the speaker was also investigated. High correlations between accentedness rating and each of the other ratings indicated that small increments in accentedness are associated with gradually less favorable impressions of the speaker. Overall, the investigations established the effects of context and degree of accent, indicating that group membership is only one factor underlying the reactions. It was also noted that, since the studies were conducted solely in the Chicago area, they revealed only one dimension of the Mexican American adolescent experience. (KM)

ED 088 987 UD 014 153

Kincaid, J. Peter Thomas, Georgelle

Use of the "Peer-Prepared" Method of Producing Dialect Readers for Blacks.

Pub Date Apr 73

Note—41p.; Paper presented at the Southeastern Psychological Association Meeting, New Orleans, La., April 1973; See ED 068 814 for related report

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Dialect Studies, *Junior High School Students, Negro Dialects, *Negroes, Negro Youth, Nonstandard Dialects, Rating Scales, *Reading Materials, Reading Material Selection, Standard Spoken Usage, *Story Reading, Teenagers

Identifiers—Automated Readability Index, Peer Prepared Method

Two groups of blacks, adults and teenagers, served as the focus of this study. The "peer-prepared" method was used to produce dialect reading material for both groups. Both black teenagers and adults contributed stories by tape recording stories of an informal nature. The stories contributed by the black adults were edited and locally published in a booklet entitled "Big Red and Other Adult Stories." The stories in the booklet were rated by both reading teachers and peers of the group that contributed the stories. Both groups found the stories interesting and authentic. Black students enrolled in a junior high school Educable Mentally Retarded (EMR) class contributed other stories; these were rewritten in Standard English, in addition to the initial Black English version. This production of parallel versions of the same story in Black and Standard English is held to prove valuable in the teaching of reading to beginning reading students who speak black dialect. All of the stories were graded using a readability formula, the Automated Readability Index. [The reading materials booklet entitled "Big Red and Other Adult Stories" is appended to this document.] (Authors/RJ)

ED 089 219 CS 000 990

Daniels, Harvey Atwood

Bi-Dialectalism: A Policy Analysis.

Pub Date 73

Note—163p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,569, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Educational Policy, Elementary Education, English Instruction, *Language

Arts, Minority Groups, *Nonstandard Dialects, *Policy Formation, Program Evaluation, Secondary Education, *Standard Spoken Usage
Identifiers—*Bidialectalism

The purpose of this study is to examine bidialectalism as an educational policy. The study is in two major sections: the first portion is concerned with the problems inherent in the policy process itself, with those aspects of educational decision-making which combine to make reasonable policy outcomes difficult to achieve; the second section reviews in detail the development of bidialectal language arts policies, studying not so much their success or failure as their value content. The study found that there is no clearly demonstrated need for the students in question to learn standard English; the costs of all bidialectal programs thus far designed are too high; important data about language differences and useful alternative policies have been overlooked; early trials offer little hope for successful dual-dialect teaching; bidialectal programs may harm the self-concept and group identification of students; and such programs run counter to the best interests of society at large. Alternative policy proposals are suggested for building a more realistic and ethically sound language arts curriculum for minority students. (Author/RB)

ED 089 267 CS 200 899

Fox, Robert P., Ed.

Essays on Teaching English as a Second Language and as a Second Dialect.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—118p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 12275, $2.50 non-member, $2.25 member)

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Early Childhood Education, *English (Second Language), Language Development, Non English Speaking, *Second Language Learning, Teacher Attitudes, *Teaching Methods, *Tenl

This collection of papers directed toward the teacher of English as a second language (ESL) and the teacher of standard English as a second dialect (ESD) is divided into three sections. The first focuses on the nature of language and second language learning with such essays as "Teaching English as a Foreign Language: An Overview," "Language and Acculturation," and "The Nature of Language and Language Learning." The second section on critical issues in teaching ESL and ESD contains "Bilingualism and Bidialectalism," "Teaching Standard English as a Second Language or Dialect: The Unanswered Questions, the Successes, and the Promise," "On the Conditions of Bilingualism," and "The Future of ESOL: Continuity or Generation Gap?" The final section on principles and strategies for teaching ESL and ESD contains "Attitudes of the ESL and the SESD Teacher," "Some Strategies for Teaching Standard English as a Second Dialect," "TESOL: Methods and Materials in Early Childhood Education," and "Some Principles of Bilingual and Bidialectal Education." Contributing authors include Robert M. Willis, William Mackey, Albert H. Marckwardt, Robert DiPietro, James Alatis, Robert Kaplar, David Harris, Harold B. Allen, Virginia Allen, Muriel Saville-Troike, and Beryl Loftman Bailey. (HOD)

ED 089 278 CS 201 057

Love, Theresa R.

The Southern Illinois University at Edwardsville Protocol Materials Development Project.

Pub Date Nov 73

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Dialect Studies, Intermediate Grades, *Language Patterns, *Language Usage, Linguistic Performance, Material Development, *Negro Dialects, Standard Spoken Usage, *Structural Analysis, Teacher Education

The results of a project which investigated the speech of black respondents enrolled in the intermediate grades are described. From the data, materials and audio tapes were developed that could be used in helping preservice and inservice teachers identify morphological and syntactic features of black dialect. The concepts used in developing the materials were that (1) enough people speak black dialect to give credence to the thesis that they comprise a separate and distinct speech community; (2) there is systematic variety in the kind of English which these persons speak; and (3) black dialect speakers frequently alternate between general academic English practices and those of the variant dialect. Thirteen speech features were studied, including the omission of "s" to indicate the third person singular, the formation of the past and perfect tense of verbs, zero copula, auxiliary "be," negative "be," formation of the plurals of nouns, formation of the possessive case of nouns, the pronominal appositive, variant forms of pronouns, the existential "it," multiple negation, overinflection, and inverted word order in indirect questions. (HOD)

ED 089 284 CS 201 072

Wright, Richard

Language Diversity in the Black Community: A Different Perspective.

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Language Research, *Middle Class, Negro Attitudes, *Negro Dialects, Negro Stereotypes, Nonstandard Dialects, Racial Discrimination, *Research Needs, Sociolinguistics, *Standard Spoken Usage

Recently much linguistic research has been amassed on black language. With rare exceptions, this linguistic research has been directed to the lower working-class members of the black community. The language of blacks who are not lower class, on the other hand, has been summarily ignored, resulting in the middle-class black protest against the popularization and romanticization of ghetto varieties of English. The neglect of black varieties of English spoken by middle-class blacks has served to promote a negative stereotypical notion of black speech no different from linguistic stereotypes of former days. There is testimony that standard speech is no new arrival to the black community. What most linguists have failed to realize is the new dynamic within the black revolution which encourages an appreciation of divergent forms of black behavior for no other reason than the fact that it is black. The concept of a black standard or, more correctly, black standards for English is a new concept which requires elaboration and refinement. (HOD)

ED 089 293 CS 201 086

Gershuny, Henny Lee

Sexist Semantics: An Investigation of Masculine and Feminine Nouns and Pronouns in Dictionary Sentences That Illustrate Word Usage as a Reflection of Sex Role.

Pub Date 73

Note—139p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,067, MFilm $4.00, Xerography $10.60)

Document Not Available from EDRS.

Descriptors—*Dictionaries, *Language Research, Language Role, Language Usage, Nominals, Pronouns, *Semantics, *Sex Discrimination

This study was conducted in order to determine the extent to which the choice of pronoun and noun gender stereotyped sex-role in illustrative sentences of the most recent unabridged dictionary, "The Random House Dictionary of the English Language" (1966). The author systematically sampled 2,028 sentences, each containing at least one gender word, from half of the volume and described them according to the following criteria: (1) the total number of sentences using either masculine or feminine pronouns and nouns either singly or in combination, (2) the grammatical function of gender words as either subject, object, or possessive in each sentence, and (3) the sex-role stereotype assigned to masculine and feminine words in each illustrative sentence. It was discovered that sentences with solely male gender words outnumbered sentences with solely feminine words by 3 to 1. The content of each sentence was analyzed using categories of stereotyped masculinity and femininity to determine the role of the gender words. Both male and female sex-roles were stereotyped, with a chi-square test of significance at the .001 level. (LL)

ED 089 344 CS 201 162

Nist, John

Handicapped English: The Language of the Socially Disadvantaged.

Pub Date 74

Note—263p.

Available from—Charles C. Thomas, Publisher, 301-27, East Lawrence Avenue, Springfield, Illinois 62717 ($12.95 cloth)

Document Not Available from EDRS.

Descriptors—American English, *Cultural Factors, *Disadvantaged Youth, Elementary Education, *English Instruction, Language Usage, *Minority Groups, Native Speakers, *Nonstandard Dialects, Secondary Education

This book deals with the isolation and alienation of native-language speaking minority groups resulting from the teaching strategies and procedures used in the public school system. Chapters include: "The Problem Defined," which states the problem of handicapped English and argues that it is a cultural rather than a psychological phenomenon; "The Child and His Language," which traces the language and growth of the child, both as a receiver-transmitter and as a conceptualizer; "Does 'Different' = 'Inferior'?" which analyzes in detail the three levels of social-class lects (acrolect, mesilect, basilect) in Modern American English; "Inadequate Segmentation of Reality," which studies the inadequate segmentation among speakers of the basilect and finds their language deficient in the semantic, designative, implicative, and pragmatic variables of Modern American English; "Inappropriate Image of Self and Linguistic Roles," which probes into deficiencies in message receiving which complicate appropriate linguistic role response; "Causes of Handicapped English," which pays particular attention to environmental rather than biological deprivations; and "Pretensions at Pedagogy," which offers conclusions aimed at public school educators. (RB)

ED 089 856 PS 007 173

Schachter, Frances Fuchs And Others

Everyday Preschool Interpersonal Speech Usage: Methodological, Developmental, and Sociolinguistic Studies. Final Report.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-CG-9928

Pub Date Aug 73

Note—113p.; Portions of this paper were presented at the biennial meetings of the Society for Research in Child Development (Minneapolis, Minnesota, 1971 and Philadelphia, Pennsylvania, 1973)

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Age Differences, *Communication (Thought Transfer), Disadvantaged Youth, *Language Development, *Language Research, Measurement, *Preschool Children, Socioeconomic Influences, *Sociolinguistics, Speech

Three studies of preschool children's interpersonal speech usage were formulated in an attempt to understand this aspect of language development. First, a methodological study was designed to develop an instrument for assessing spontaneous interpersonal speech; second, a developmental study was aimed at identifying developmental changes in the pattern of spontaneous speech usage; and third, a sociolinguistic study was aimed at identifying differences in speech usage among advantaged and disadvantaged children. (SBT)

ED 090 560 CS 201 224

Mayher, John Sawyer

Yes, Virginia, There Is a BEV [Black English Vernacular].

Pub Date Mar 74

Note—11p.; Paper presented at the Annual Conference on English Education (12th, Cleveland, March 28-30, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—American English, Communication Skills, English Instruction, *Language Standardization, Language Usage, *Negro Dialects, *Nonstandard Dialects, Sociolinguistics, *Standard Spoken Usage, Teaching Methods, *Written Language

Identifiers—*Black English Vernacular

Black English Vernacular (BEV) is spoken in more or less pure form by many, if not most, of the inner-city students attending college under plans like open enrollment. In cities, most blacks, Puerto Ricans, and many other non-native speakers speak or can speak a form of BEV. The prevalence of BEV in elementary and secondary schools of the inner city is even greater. BEV is a dialect of English which is infinite in scope and fully capable in principle of expressing anything which can be meant in any dialect in English. However, most English teachers neither speak BEV nor know anything about it. To negatively evaluate a paper written in BEV is to contradict the humanistic view of the value of each individual and the goal of English teaching as maximizing personal human growth--which is a position we cannot hold either politically or pedagogically. All teachers of reading and writing must make clear to their students the differences between written and spoken language using situations and the concomitant differences between written and spoken language conventions. This can and should be done for all speakers, for written and spoken English are different for all. (LL)

ED 090 609 CS 500 675

Weitz, Shirley, Ed.

Nonverbal Communication: Readings with Commentary.

Pub Date 74

Note—340p.

Available from—Oxford University Press, 200 Madison Avenue, New York, N.Y. 10016 ($4.95 paper)

Document Not Available from EDRS.

Descriptors—*Body Language, *Communication (Thought Transfer), Cultural Factors, Group Relations, Higher Education, Human Relations, Interpersonal Relationship, *Nonverbal Communication, *Research, Social Influences

These twenty-two readings in five areas of nonverbal communication emphasize the most recent work indicating significant trends in research. The selections represent several perspectives, including those of Ray L. Birdwhistell, Allen T. Dittman, Albert E. Scheflen, Robert Sommer, Edward T. Hall, Ralph V. Exline, and Adam Kendon. Some of the essays are "Similarities and Differences Between Cultures in Expressive Movements," "Facial Affect Scoring Technique: A First Validity Study," "The Communication of Feelings by Content-Free Speech," "Masculinity and Femininity as Display," "Quasi-Courtship Behavior in Psychotherapy," "Proxemics," "Small Group Ecology," and "Some Determinants of Social Interaction". (RB)

ED 090 802 FL 006 076

Shuy, Roger W.

Current Trends in Social Dialectology.

Pub Date Mar 74

Note—39p.

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Dialect Studies, Education, *English, Interdisciplinary Approach, Language Instruction, *Linguistics, Nonstandard Dialects, *Social Dialects, *Sociolinguistics, *Verbal Communication

The formal study of social dialects has received increasing attention since about the middle of the sixties. In linguistics, the study of social dialectology has resulted in the clear demonstration of the importance of sociolinguistic variation in linguistic theory in contrast to the former preoccupation with linguistic universals. In education, the analysis of social dialects has contributed to the understanding of the dialects of the minorities, particularly in teaching oral usage, reading, and writing. Also, the current concern with the unfairness of standardized testing is partially a result of the study of social dialects. In relation to other fields, dialect study has a great potential. In medicine, for example, doctors would have far better rapport with their patients from minority groups if they understood their dialects. Because descriptive studies are still lacking for many speech communities in America, the possibility of further investigation in social dialectology is insured for many years to come. (LG)

ED 091 654 CS 001 072

Shanker, James Lee

The Attitudes of Black Teachers Toward the Use of Dialect Reading Materials for Beginning Reading Instruction.

Pub Date 73

Note—143p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6122, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Dialects, Dialect Studies, Doctoral Theses, Elementary Grades, *Negro Teachers, Reading, Reading Instruction, *Reading Materials, *Reading Research

Identifiers—*Dialect Readers

The purpose of this study was to examine the attitudes of a sample of black teachers toward the use of dialect reading materials for teaching beginning reading skills to black children. An interview-questionnaire method was used to gather data about the attitudes toward dialect-specific materials, using a sample of 90 black teachers in the Lansing Michigan Public School District. Eighty-four of the teachers responded to the survey. Black university students were trained to conduct the interviews, and the data were gathered in February 1973. The findings indicated that a majority of the teachers sampled were opposed to the use of dialect readers with no significant relationship between the teachers' opposition and their amount of education, the segregated or integrated nature of their precollege schooling, sex, grade level taught, or parental status. Additional findings were noted, including an apparent willingness among many of the subjects to experiment with dialect readers despite their expressed opposition to them. Primary grade teachers with relatively little teaching experience appeared most willing to test out these materials. (Author/WR)

ED 091 692 CS 201 270

Kinneavy, James L.

Can We Get Rid of Dialectal Discrimination in College Admission Tests?

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*College Admission, Cultural Background, *Cultural Factors, *Dialects, *Ethnic Groups, Predictive Ability (Testing), Standardized Tests, *Testing Problems

This paper discusses college admissions tests and their tendency to discriminate against blacks and Chicanos. Evidence to support this thesis is presented from two perspectives--the level of reading difficulty of the tests and the restricted dialectal characteristic of the language used in the tests. The Scholastic Aptitude Test (SAT)-Verbal readability test results are discussed in relation to Chicanos and Southern nonmetropolitan blacks. The dialectal features of admissions tests are discussed in terms of their range of verbal and discourse skills and the analytical skills involved in the SAT-Verbal are compared with a framework of basic discourse and semantic skills. Also presented are conclusions and recommendations which discuss validity, predictability, the college experience, and the job hiring situation. (WR)

ED 091 701 CS 201 294

Inglehart, Babette F. Mangione, Anthony R.

Multi-Ethnic Literature: An Annotated Bibliography on European Ethnic Group Life in America.

American Jewish Committee, New York, N.Y. Inst. of Human Relations.

Pub Date May 74

Note—62p.; Prepared for the Conference on Multi-Ethnic Literature (Chicago State University, Chicago, Illinois, May 1974)

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Caucasian Race, Cultural Factors, *English Instruction, Ethnic Groups, *Ethnic Studies, Higher Education, Secondary Grades

Identifiers—*National Project on Ethnic America

This annotated bibliography relating to white ethnic studies is intended to assist teachers of English and social sciences in high schools and colleges in improving the self-image of students who have immigrant parents and grandparents. Most references are concerned primarily with America

and the American scene, writers whose primary language is not English have been included only if their works have been translated. The bibliography has been divided first to list anthologies dealing with the white ethnic experience, then to list fiction, drama, poetry, biography, history, and criticism dealing with European ethnic groups in America (Dutch, German, Greek, Hungarian, Armenian, Irish, Italian, Jewish, Scandinavian, and Slavic). Whether or not a book is in print or available in paper is indicated. In many cases, titles of books no longer in print have been included because of their importance in presenting some aspect of the immigrant experience and their value to researchers and scholars. A key is also included to identify some important subject or subjects with which each work concerns itself. (WR)

ED 091 703 CS 201 296

Smitherman, Geneva

Hidden Agendas: The View from Minority Students on "Keep This Nigger Boy Runnin."

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Instruction, *Communication (Thought Transfer), Composition (Literary), Concept Formation, English Instruction, Information Retrieval, *Language Arts, *Negro Dialects, Nonstandard Dialects, *Racial Discrimination, Reading Improvement

Educators and intellectuals with some sense of humanity should comprehend the hidden message inherent in setting up a dichotomy referring to two linguistic/cultural entities: that one set of structures is sufficient; one is not. For the black student, this message of inferiority is communicated both through the teacher in his instruction, assignments, grading procedures, and attitudes, and through the university in its tracking system which extends to society and the job market. To provide the kind of language/composition teaching the minority student needs, a learning environment should be set up in which he gains mastery in obtaining information, reading competently, using language effectively, and organizing concepts verbally--all using the dialect to which he is accustomed. (JM)

ED 091 710 CS 201 306

Clark, Thomas L.

A Handbook of Short Courses in Dialect Studies for K-12 Teachers.

American Dialect Society.; National Council of Teachers of English, Champaign, Ill. Commission on the English Language.

Pub Date 74

Note—33p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 99887, $1.00)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Dialect Studies, *English Instruction, *Inservice Teacher Education, Language Role, Regional Dialects, Short Courses, Social Dialects, *Teacher Workshops

Too often the dialect of the teacher or the student, or both, creates interferences which hinder the educational process. By being aware of potential problems in pronunciation, lexicon, and syntax, the teacher can explain or avoid language interferences. Furthermore, the teacher can consciously help the student avoid pejorative connotations some dialects have for some people. This handbook, designed to help teachers use workshops to disseminate information about regional and social dialects, is divided into four main parts. The first describes the purpose of the overall organization of the workshops. The second part contains the models, which are based on workshops that have been conducted, for the most part, in Clark County, Nevada, over a two-year period. The selected bibliography, the third part, is organized by collections and anthologies, books and monographs, dictionaries and reference works, recordings, and articles. The final part of the handbook is a directory of persons who have been supplied with lists of potential workshop leaders in their regions. (TO)

ED 091 713 CS 201 312

Weaver, Constance

Black Dialect? Or Black Face?

Pub Date Apr 74

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—African Culture, *Composition (Literary), *Effective Teaching, English Instruction, *Linguistic Patterns, *Negro Dialects, Negro History, Nonstandard Dialects, *Teacher Attitudes, Teaching Techniques

Because of the tendency to reject Black English speakers, perhaps as an excuse for maintaining social and racial prejudices, teachers should understand that nonstandard dialects result from geographical and/or cultural isolation and conflict (as in Applachian English), and from linguistic conflict (as in Chicano English). The language of many black people reflects both pidgin English--minimal communication produced by a conflict between seventeenth-century English and West African languages, and West African language structure--lacking verb or noun endings. Black English features, as seen in a typical example of one black student's composition papers, consist of few inflectional verb and noun endings, and the unusual use of derivational morphemes. To effectively help in the development of black students' writing, teachers' usual compulsive concern for correct mechanics should be replaced by an emphasis on students' writing more coherently (especially in theme development) and interestingly in their own dialect. (An appendix includes the black student's paper and an examination of Black English morphological examples.) (JM)

ED 091 728 CS 201 333

Sigelman, Carol K.

Giving and Taking Directions.

Pub Date 72

Note—61p.; From author's Ph.D. Dissertation, "Giving and Taking Directions: Subcultural Communication Barriers and Evaluative Reactions to Speech"; See related documents CS 201 320-375

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Communication Problems, *Educational Research, Evaluation, Intercommunication, Language Arts, *Listening, *Measurement Instruments, *Negro Dialects, Research Tools, Resource Materials, Secondary Education, Socioeconomic Influences, Socioeconomic Status, *Standard Spoken Usage

Identifiers—*The Research Instruments Project, TRIP

Designed (1) to determine both the communication barriers arising among high school students of divergent subcultural backgrounds, and how low socioeconomic status black and middle socioeconomic status white listeners evaluate members of their own and different subculture groups as well as speakers of Network English as persons and (2) to examine communication barriers, this test consists of four maps. Each map contains two sets of directions--one set produced by a black dialect speaker and read by a black dialect speaker and a Network English speaker, and one set produced by a Standard English speaker and read by a Standard English speaker and a Network English speaker. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Listening), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 759 CS 201 364

Rystrom, Richard

Rystrom Dialect Test, and Testing Negro-Standard English Dialect Differences.

Pub Date 69

Note—17p.; Reprinted from "Reading Research Quarterly," Summer 1969; For related documents see CS 201 320-375

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Discriminant Analysis, *Educational Research, Language Arts, *Measurement Instruments, *Negro Dialects, Preschool Children, Primary Grades, Research Tools, Resource Materials, *Standard Spoken Usage

Identifiers—*The Research Instruments Project, TRIP

Designed to discriminate Negro dialect speech from standard English, the Rystrom Dialect Test seeks to overcome three problems encountered in research about Negro speech; determining what stable elements distinguish Negro dialect from standard English, constructing a test easily administered to a young child and capable of measuring the differences in dialect, and finding unbiased and simple methods of evaluating test results. The test consists of 24 pairs of sentences which the student hears and repeats twice, once with the features under study occurring in the sentence and once without the feature. Speakers on the test tapes are white--an Illinois female, a Georgia male, and a Georgia female. Results of the test administered to 120 Negro and 100 white children in Georgia indicate a significant mean difference. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 923 FL 004 367

Taronc, Elaine E.

Aspects of Intonation in Vernacular White and Black English Speech.

Pub Date 72

Note—267p.; Ph.D. Dissertation, University of Washington

EDRS Price MF-$0.75 HC-$12.60 PLUS POSTAGE

Descriptors—Cultural Differences, Data Analysis, English, *Intonation, *Language Patterns, Language Role, *Negro Dialects, *Nonstandard Dialects, Phonology, Sentence Structure, *Sociolinguistics, Spectrograms

Intonation patterns of Black English were studied and compared with those occurring in White English and formal Black English. It was found that: (1) the Black English corpus was characterized by a wider pitch range, extending into

higher pitch levels than either the White vernacular or the formal Black English of the adult information; (2) a falsetto register was used in Black English more often than either White English or formal Black English; and (3) more rising and level final contours were used in Black English, while White English and formal Black English used more falling final contours. This study provides evidence, never previously reported, of the use of intonation alone in Black English to serve a grammatical function of marking the dependent clause of a conditional sentence, without concomitant use of the lexical item "if". It is concluded that intonation cannot be studied apart from the social situation. The majority of the intonational characteristics found in the Black English corpus can be traced directly to systematic differences between black street culture and white "mainstream" culture, rather than to any systematic differences in phonology per se, and may be accounted for as resulting from different "social rules" for speech with black street culture. (Author/LG)

ED 091 931 FL 005 936

Harrington, Judith

An Annotated Bibliography of Recent Work on Black English.

Note—42p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Literature Reviews, *Negro Dialects, *Nonstandard Dialects, Periodicals, Psycholinguistics, Research Reviews (Publications), Serials, Sociolinguistics, State of the Art Reviews

The material in this 125-item annotated bibliography is limited primarily to articles and reports published during 1971. The resources used were those available in the greater Rochester, N.Y., area. The Rochester Regional Library Council's "Union List of Serials" was the authority used for serial holdings of area libraries. ERIC document numbers, "Language and Language Behavior Abstracts" numbers, and "Dissertation Abstracts" numbers are provided where available. The items here include bibliographies, field reports, historical articles, state-of-the-art surveys, and other related material, but no book-length works. The annotations attempt to show each author's viewpoint and to indicate the audience intended if the title does not make that clear. (Author/KM)

ED 091 933 FL 006 083

Wolfram, Walt

Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-3-70-0033(508)

Note—254p

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia ($8.00)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Cultural Environment, Culture Contact, Economically Disadvantaged, English, Linguistic Theory, *Nonstandard Dialects, *Puerto Ricans, *Social Dialects, Social Influences, *Sociolinguistics, Spanish

Identifiers—New York City

This book looks at the essential dynamics of language contact and linguistic assimilation from a current sociolinguistic perspective by focusing on the English of second generation Puerto Rican teen-agers in New York City. General sociolinguistic principles are extrapolated from the author's detailed investigation of several linguistic variables (th, syllable-final alveolar stops, negation) within the context of three competing influences on the subjects' speech: the standard English of mainstream society, the Puerto Rican Spanish spoken at home, and the vernacular Black English of the surrounding indigenous community. (AG)

ED 091 948 FL 006 129

Finocchiaro, Mary

The Crucial Variable in TESOLD: The Teacher.

Pub Date Mar 74

Note—31p.; Speech delivered at the Lackland Air Force Base, English Language Branch, Defense Language Institute

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Adult Education, Bilingual Teachers, *Cultural Awareness, *Curriculum Development, *English (Second Language), Nonstandard Dialects, Social Integration, *Teacher Characteristics, Teacher Influence, *Teacher Role

Teaching English to Speakers of Other Languages and Dialects is a complex task. However, there is a growing awareness of the similarities of the various types of English teaching, as well as a recognition of the need for communication among teachers. Well-designed TESL or TEFL curricula, regardless of the type of program, share certain objectives and principles which emphasize the need for integration of the student into the target language community through carefully designed linguistic and cultural instruction. The differences in the varying TESOLD programs can be summarized as follows: (1) ESL teachers of immigrants and residents deal with the problems of acculturation to the English environment; (2) bilingual teachers face the complex problems arising from an experimental method; (3) teachers of students with Black English dialects confront the problem of an ethnic identification that is threatened by language standardization; (4) ESL for transient foreign students deals with the need for partial acculturation for the accomplishment of immediate goals; and (5) adult education programs cope with complex problems due to the variety of students. In all these programs, the most important variable is the prepared teacher, whose enthusiasm and interest are the primary motivation for the students. (LG)

ED 092 488 95 SP 008 075

Flowers, Brenda M. G.

The Effects of a Teacher's Instructional Behavior on Black Students' Mastery of Standard English. Triple "T- Project Monograph Series, No. 3.

Temple Univ., Philadelphia, Pa. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Grant—OEG-0-70-2046-721

Note—42p.; Abstract of Ph.D. Dissertation, Temple University

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Effective Teaching, *English Instruction, *Instructional Improvement, Negro Dialects, *Negro Students, Teacher Behavior, *Urban Language, Urban Teaching

The major purpose of this study was to investigate the effects of a teacher's instructional behavior on black high school students' learning of standard English grammatical features. The study also aimed (a) to identify the subjects' deviations from standard English and to select the most socially stigmatizing items, (b) to prepare and evaluate lessons dealing with those items, and (c) to identify and list those aspects of teacher behavior which contributed to the students' performance. The subject group consisted of 25 black male students of average ability from a large inner-city high school. The students were exposed to a 20-day treatment composed of lessons developed by the investigator. Students were tested four times during the study, and the data derived from these tests led to the conclusion that urban high school students can master standard English when the following conditions are met: (a) the teacher establishes a rapport with the students which puts students and teacher on the same side; (b) specific goals are set with the students' cooperation; (c) rules are agreed upon mutually, (d) subject matter contexts are based on topics of interest to the students; (e) the help of natural class leaders is enlisted; (f) the teacher exercises firmness with flexibility; (g) the students' attention is directed to a few surface features of the standard dialect; and (h) the teacher understands the students as individuals and as members of a cultural group. Because of the limited size of the study population, the conclusions must be considered tentative. (HMD)

ED 092 900 CS 001 173

Walker, Laurence

Newfoundland Dialect Interference in Oral Reading.

Pub Date Apr 74

Note—32p.; Study done at Memorial University of Newfoundland

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Elementary Education, English, Grade 3, *Literacy, *Oral Reading, *Reading Ability, Reading Difficulty, *Reading Research, *Reading Skills, Regional Dialects, Written Language

Identifiers—Canada, *Dialect Interference, Newfoundland

Following a review of the literature, a study to provide data on the interference effects of another dialect on aspects of reading performance was carried out in Newfoundland, Canada. Subjects were presented with oral reading material in standard English form and in a form which incorporated selected, validated, morphological features of grade three students in Newfoundland where a distinct dialect prevails. Significant differences favoring the standard English readings were revealed for three measures of oral reading proficiency so the interference hypothesis was not supported. The findings showed the language flexibility possessed by eight-year-old dialect speakers and pointed to the research hazards of inferring written language ability on the basis of oral performances. (Author/RB)

ED 092 925 CS 001 211

Williamson, Leon E.

Teach Concepts, Not Words.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the Western College Reading Association (7th, Oakland, California, April 4-6, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Concept Formation, *Concept Teaching, Educational Philosophy, Language Skills, *Nonstandard Dialects, Vocabulary Development, *Vocabulary Skills

Since concepts are the mental divisions man makes among the concrete and abstract phenomena of his environment so he may generate, maneuver, and control their relationships in a manner of satisfy his physical, emotional, social, and aesthetic needs, concepts should be the vortex of intelligence. Too often students are taught as if they lack a concept when all they really lack is a vocabulary item for the standard or learned language environment. Teaching strategies should direct the development of the ability to express concepts appropriately for any language setting. The following conceptual relationships form a hierarchical

seriatim which may be followed in directing the development of conceptual clarity for any concept: concurrence, distinctness, appurtenance, dimensional, self-activity, equivalence, reaction, association, and functional dependence. Using these conceptual relations in conjunction with vocabulary appropriate for the learned, formal, and informal language environments, a demonstration is presented of how a person may be able to express a concept using one set of vocabulary items, but not another set. The concepts can be taught without focusing on prestige or standard formal vocabulary. The syntax of thought is universal; the syntax of language is specific to a speech community. (TO)

ED 092 941 CS 201 233

Sternglass, Marilyn Seiner

Similarities and Differences in Nonstandard Syntactic Features in the Compositions of Black and White College Students in Freshman Remedial Writing Classes.

Pub Date 73

Note—124p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6772, MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Caucasian Students, *College Freshmen, *Composition (Literary), Doctoral Theses, Educational Research, Higher Education, *Language Usage, Negro Students, *Nonstandard Dialects, *Remedial Instruction

The purposes of this study were to determine the frequency of nonstandard linguistic patterns of black and white college freshmen in remedial writing classes in the Pittsburgh area and to correlate these features at a statistically significant level to the following linguistic variables: ethnic and language-history background, racial background, length of residency in the Pittsburgh dialect area, socioeconomic class, age, sex, and upward social mobility. There were four major research areas in the study: quantitative rather than qualitative differences in language usage; influences of language-history background of the subjects who produced nonstandard forms; awareness of nonstandard forms and the ability to suppress these forms; and use of a chi-square test which indicated that there was no statistically significant relationship between the production of nonstandard forms and nonlinguistic variables. The major pedagogical implication is that separate language materials are not needed for black and white students in remedial college-level writing classes. (Author/RB)

ED 092 943 CS 201 235

Gratz, Elizabeth Webber

A Study of an Experiment in Teaching a Unit in Dialectology to Selected English 10 Students in Two Iowa City High Schools by Classroom Teachers.

Pub Date 73

Note—180p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-7377, MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Doctoral Theses, *English Instruction, *Knowledge Level, *Regional Dialects, Secondary Education, *Social Dialects, Student Attitudes, Unit Plan

The purpose of this study was to determine if students under typical conditions in the American high school English classroom change their attitudes toward and increase their knowledge about American regional and social dialects as a result of being taught a unit in dialectology. The experimental and control groups were comprised of 291 students from two Iowa City high schools. The experimental group was taught a three-week unit in dialectology, while the control group had an individualized reading unit. Participating teachers followed uniform lesson plans, used audiovisual materials prepared for the unit, and kept anecdotal records of their own and students' reactions to various lessons. The students also received a pretest and a posttest. Results indicated that students' attitudes toward and knowledge about dialects did change; on both attitude and knowledge scales, the experimental method was significant in all analyses. It was further indicated that attitudes toward and knowledge about dialects changed as a result of being taught the unit and not because of different teachers, sections, sexes, or IQ scores. (HOD)

ED 092 965 CS 201 400

Gottfried, Adele E.

Modeling and Verbalizations of Lower-Class, Black, Preschool Children: Educational Implications.

Pub Date Apr 74

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Lower Class, *Models, *Negro Dialects, Nonstandard Dialects, *Preschool Children, *Verbal Communication, Verbal Learning

Two purposes guided this study: (1) to investigate the effects of modeling on the verbalizations of lower-class, black, preschool children; and (2) to investigate the relationships between the dialect employed by the model and children's language production. As subjects, 72 black, preschool children in lower-class neighborhood day care centers of New York City were randomly assigned to one of six conditions, with each group consisting of six boys and six girls. Models were two dark brown, neuter gender hand puppets representing an adult and a child, while visual stimuli consisted of three pictures--a drum, a clown, and a dog. In the pretest, a visual stimulus was presented to all children who then wrote a story about it. Four modeling conditions varied in either the linguistic style (Black English or standard English) or the relative lengths of the modeling story, while two control groups provided comparative information. Children's pretest and posttest responses were tape-recorded. The major finding revealed that modeling in a shorter sequence, using Black English, caused greater verbal productivity. (JM)

ED 092 966 CS 201 401

Linn, Michael D.

Black Rhetorical Patterns and the Teaching of Composition.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Black Community, Communication (Thought Transfer), *Composition (Literary), *Disadvantaged Youth, *Negro Dialects, Nonstandard Dialects, *Oral Expression, *Teaching Techniques, Writing Skills

When teaching composition to speakers of Black English, instructors should be aware of the dominance of oral expression in black culture and base the writing program on developing the students' present language abilities. The social value placed by inner-city blacks on oral expression is evident in the varying verbal contests carried out when interacting with the establishment or authority figures (i.e., "shucking," "jiving") and among themselves ("rapping," "running it down," "signifying," "sounding," "ranking," "styling' out"). This expressive mode is different from that of middle-class speakers in function, being closely involved with performance (self-projection) and audience, and depending on a large body of shared knowledge. In developing a composition program, emphasis should be on teaching students how to handle situations not dependent on shared knowledge--frozen, formal communication. A practical way to do this is with a group writing project which permits interaction (familiar to them), first in a group play and later in group theme writing, building on the students' skills. (JM)

ED 092 980 CS 201 422

Duncan, John

The Necessity for an Investigation of Dialect Writing.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Dialect Studies, Linguistics, Negro Culture, *Negro Dialects, Nonstandard Dialects, *Standard Spoken Usage

Identifiers—*Black English

The statement by the Executive Committee of the Conference on College Composition and Communication affirming the student's right to his own language--his dialect--poses a challenge deserving further research, especially as it concerns the classroom situation. Black English, a dialect with linguistic principles whose roots can be traced to West Africa, has not been accepted by most educators although it has been shown to be a logical mode of expression. The effect of focusing standard English onto students accustomed to using black English has been negligible. Moreover, the proposal that children be taught to read and write in their own dialects and then be allowed to switch to standard English after they have grasped the principle of correspondence between written letters and spoken language will not preserve our heritage of dialects. Implicit in the right to language is the responsibility for communicability, but until more is written and understood in black English, many questions remain unanswered concerning its communicability. (JM)

ED 093 155 FL 004 947

O'Hern, Edna M.

A Phonological Analysis of the Language of Five Black Pre-School Children of Low Socio-Economic Status in Washington, D. C.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Note—68p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Child Language, Ethnic [illegible], *Language Development, Language [illegible], Language Research, *Language Usage, *Negro Dialects, *Phonemes, Preschool Children, Sociolinguistics, Urban Language

This study describes the segmental phonemes of five 4-year-old speakers of Black English, and analyzes both their language development and ethnic characteristics. The study group of Negro children, born and living in Washington, D.C., came from homes that met two of three specified criteria based on the mother's education and family income. The interviews were tape-recorded within a 6-month period after each child had reached his fourth birthday. During the interview, language data was elicited by structuring the 30-45 minute sessions into four productive parts. The results demonstrated that the

phonemic system of these children was distinctive. While almost all phonemes were dominated by the conventional Standard English allophones, the presence of unconventional allophones was so pervasive as to effect a markedly nonstandard English dialect, which included both childish and Southern characteristics, as well as others whose identity was not so easily established. The childish patterns included marked instability in the consonant allophones and the presence of "babytalk" patterns. Two of the four Southern patterns were: (1) Southern allophones in the vowel phoneme, and (2) the marked weakening of the phoneme /r/in the final position. The other patterns included pervasive consonant omission in final and medical positions. (Author/LG)

ED 093 157 FL 005 201

Thomas, Ceinwen H.

Some Phonological Aspects of Some Welsh Dialects of South-East Wales.

Pub Date [74]

Note—36p.; Article to appear in "Studia Celtica"; v9 1975

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Consonants, Descriptive Linguistics, *Dialect Studies, *Distinctive Features, Geographic Distribution, Language Patterns, Phonetics, *Phonology, Regional Dialects, Tables (Data), Vowels

Identifiers—Wales, *Welsh

Ongoing research conducted by the Welsh Language Research Unit of Cardiff, Wales is described. This research has concentrated mainly on recording and describing the phonology of some varieties of Welsh spoken in South-East Wales, particularly as it is associated with geographic areas and affected by population changes resulting from industrial development. The phonology of the dialects under study is compared and described in some detail. Tables illustrating the dialectal variations are included, as is a list of unpublished dissertations from the University of Wales on which the present work was based. (PM)

ED 093 166 FL 006 072

Shuy, Roger W.

What Is the Study of Variation Useful For?

Pub Date Oct 73

Note—20p.; Paper presented at the New Ways of Analyzing Variation in English Conference (2nd, Washington, D.C., October 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Educational Planning, *Instructional Innovation, *Language Arts, Language Instruction, *Language Styles, Reading Instruction, *Sociolinguistics, Speech Instruction, Teaching Techniques, Writing Skills

The study of language variation has brought linguists closer to some of the problems which concern our schools, namely, the teaching of reading, writing, and speaking. Through variability studies, answers can be found to questions about how to delimit styles, how to effect acceptability in school writing and talking, how to appreciate the dynamics of variation in the language of others, how to sequence language materials, how people set themselves off from each other through language, or how subtle variation between spoken and written language forms can cause problems in composition and reading. Information about language variation may be used to help rethink the education of teachers, the development of instructional materials and techniques, and the building of educational programs of various sorts. Linguists must try to gain influence within the field of education if they want to participate in effective educational planning. Three plans are suggested by which linguists can work for change from within the existing education system: (1) infiltration, (2) the jealousy motif, and (3) management control. The study of variation will also help to broaden the training programs of linguistics students, thereby providing them with more versatility as they approach the job market. (Author/PM)

ED 093 174 FL 006 145

Wolfram, Walt

A Note on Fluctuating Variants and the Status of Vernacular Black English.

Pub Date Dec 73

Note—7p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Descriptive Linguistics, Dialect Studies, English, Language Styles, *Negro Dialects, Nonstandard Dialects, Social Dialects, *Sociolinguistics, Standard Spoken Usage

One of the most significant problems that linguists face in their attempts to describe Vernacular Black English (VBE) is the matter of fluctuating forms. It is consistently observed that speakers appear to fluctuate between a socially stigmatized variant and its presumed nonstigmatized counterpart. Fluctuations in VBE have often been viewed as a type of code-switching. From this perspective, the fluctuating variants are assigned to different systems or subsystems within a speaker's linguistic repertoire, and he simply shifts from one to another in response to some stylistic, situational, or other functional shift. Variation has been observed, however, when the extralinguistic context remains constant, and such variation cannot be classified as code-switching. Much fluctuation in VBE, then, is best described as inherently variable rather than code-switching. This means that both of the fluctuating forms are an inherent part of a unitary system. In terms of descriptions of VBE, the code-switching concept leads to a distorted view of what the dialect is actually like, because VBE is seen to be more different from Standard English than it actually is. What is needed is a grammar which can account for variability beyond traditional rule optionality. (Author/PM)

ED 094 374 CS 001 290

Kurger, Gertrude Wernick

The Performance of Lower Class Black and Lower Class White Children on the Wepman Auditory Discrimination Test: The Effects of Dialect and Training, and the Relationship to Reading Achievement.

Pub Date 73

Note—361p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-11,323, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Auditory Discrimination, Auditory Perception, Auditory Training, *Beginning Reading, Doctoral Theses, Grade 1, *Low Income Groups, *Negro Students, Nonstandard Dialects, Reading Achievement, *Reading Research, Socioeconomic Status

The purposes of this study were to determine the effect of black English on the auditory discrimination performance of lower class black children, the effects of training on the auditory discrimination performance of lower class black and lower class white children, and the relationship of auditory discrimination performance to reading achievement. The Wepman Auditory Discrimination test and Supplementary Auditory Discrimination Test were administered to 60 low socioeconomic status (SES) black and 60 low SES white first grade children, randomly selected and assigned to one of the two treatment groups of trained or untrained children. The untrained children received the standardized instruction presented in the Wepman manual. The trained children were given guidance in the use of the terms "same" and "different," as well as practice with final consonant discriminations. An analysis of covariance for the 30 different Wepman items, with IQ as covariate, indicated that the black children scored significantly lower than the white children, irrespective of training. Also, it was concluded that low SES white children are not deficient in auditory discrimination ability, and that black English has an influence on the acquisition of word recognition skills by low SES black children. (Author/WR)

ED 094 376 CS 201 203

Linn, Michael D.

Urban Black Speech as the Sixth Clock.

Pub Date Nov 73

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, Pennsylvania, November, 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—American English, Cultural Factors, English Instruction, *Language Classification, Language Instruction, Language Patterns, Language Styles, *Negro Dialects, Nonstandard Dialects, Social Dialects, Speech Habits, *Standard Spoken Usage, *Urban Language, *Urban Youth

Teachers of culturally different students should not ridicule or verbally abuse their students, but should try to show them how the characteristics of formal English differ from urban Black English. They must be able to explain the appropriateness of standard English usage in certain situations, while they still maintain respect for the students' language. Urban black speech is not a separate dialect from standard English but it is a functional variety of American English, characterized by ellipsis, jargon, and slang. This is demonstrated in the way educated blacks shift from Black English to formal English. Joos, the author of "Five Clocks," defines urban black speech as the sixth clock, a variety of English between casual and intimate speech with the features of both. He believes that everyone uses several functional varieties of English. Some of these styles are: the frozen style, which is used for print in legal documents or in briefs before the Supreme Court; the formal style, which is usually used in lectures and is the style most English composition teachers require; the casual style, which is the speech used with friends and acquaintances; and the intimate style, which is used in intimate conversation with close friends or lovers. (SW)

ED 094 386 CS 201 413

Underwood, Gary N.

Bidialectal Freshman Handbooks--The Next Flim-Flam.

Pub Date Apr 74

Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Composition (Literary), Language Usage, *Nonstandard Dialects, Social Dialects, *Textbook Content, *Textbook Evaluation

The bidialectal freshman handbook will be the next gimmick of textbook companies, even though they will contain nothing new and will foster several fallacies. The information will be questionable, factually inaccurate and unsound because while no linguist has really been able to define dialect, linguists claim to have knowledge about the structure of a second dialect. There is no adequate theory to allow for a thorough comparison of dialects, and educators feel that English orthography is either phonetic or phonemic, instead of recognizing that spelling represents a level of phonology in which each morpheme is assigned an abstract phonological representation.

Spelling is uniquely related to standard American pronunciation and departure is an interference. However, the word "bidialectal" will sell these textbooks. (SW)

ED 094 390 CS 201 431

Gefvert, Constance J.

The Dilemma of the American Language: Ethnocentrism or Racism?

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the College English Association (Philadelphia, Pennsylvania, April 19-20, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*American English, *Ethnocentrism, Language, *Linguistic Theory, *Nonstandard Dialects, *Racism, Regional Dialects, Standard Spoken Usage

Modern linguistic research shows that the language of America is that spoken by all residents of the Americas, with many varieties influenced by other national languages (e.g., Spanish, African, American Indian). In addition, linguistic research has resulted in two competing theories about teaching standard English: that teaching standard English to a dialect speaking child enables him to succeed in activities dominated by the white middle class (bidialectalism), and that such insistence on the teaching of standard English is racist. This dilemma indicates the real problem to be ethnocentrism, not racism, which is merely a subcategory of ethnocentrism. The vicious cycle of an ethnocentric society may be broken both through the growing awareness that not only is black beautiful but all ethnic groups are beautiful, and through a learning of the standard form of the language of America. (JM)

ED 094 413 88 CS 201 471

Midkiff, Ronald G. *Smith, Gary*

Towards an Evolving Philosophy of Language Instruction in the Public Schools and Teaching Standard Usage to Non-Standard Speakers: A Report of an Experiment.

Rome City School System, Ga. Linguistics Research and Demonstration Project.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 69

Note—45p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*English Instruction, English Programs, Language Development, *Learning Activities, Linguistics, *Nonstandard Dialects, Oral Communication, Phonemes, Public Schools, *Standard Spoken Usage, Student Needs, Teacher Education, Teaching Methods, *Tenl

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Linguistics Research and Demonstration Project

The first part of this Linguistics Research and Demonstration Project report presents articles which have greater implications for a theory of instruction in English than for practical activities for classroom utilization. It includes "Changing Emphasis on Formal Language Study," "The Growing Importance of and Emphasis on Oral Language Development," "From Composition to the Composing Process," "The Changing Appearance of the English Classroom," and "Implications for a Need to Modify English Teacher Education Programs." The second part of this report discusses the results of a social experiment in teaching standard usage to nonstandard speakers which concluded that a child expands his linguistic skills by receiving and producing sentences in relation to a particular audience, purpose, time, and place. (SW)

ED 094 419 CS 201 482

Nober, E. Harris *Seymour, Harry N.*

Speech Recognition Scores of White and Black Student-Teacher Listeners for Black and White First Grade Speakers. Final Technical Report.

Massachusetts Univ., Amherst.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-2-A-011-FTR

Pub Date Feb 74

Grant—OEG-1-72-0009(509)

Note—56p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Caucasian Students, Grade 1, *Listening Comprehension, *Listening Tests, Negro Dialects, *Negro Youth, Recognition, Speech, Student Teacher Relationship, *Student Teachers

In order to investigate the possible consequences of dialectical differences in the classroom setting relative to the low income black and white first grade child and the prospective white middle-class teacher, 25 black and 25 white university listeners yielded speech recognition scores for 48 black and 48 white five-year-old urban school-children speakers for monosyllabic words. Each child contributed one word for either a quiet, 10 decibel signal-to-noise ratio, or 0 decibel signal-to-noise ratio listening condition. Words were intensity-equated, randomized, and taped. Results showed that white listeners' speech recognition was significantly poorer for black speakers than for white speakers while black listeners scoring white speakers equalled black listeners scoring black speakers. Overall black listener speech recognition was significantly superior to that of overall white listener speech recognition. It was concluded that since inexperienced white student teachers manifested severe speech recognition problems with black children, structured auditory training for white teachers may be fruitful. (Appendixes provide an examination of the characteristics of black English and a table of the F-tests for means.) (Author/JM)

ED 095 227 UD 014 484

Bobson, Sarah, Comp.

Nonstandard Dialects: An Annotated Bibliography of ERIC References. ERIC-IRCD Urban Disadvantaged Series, No. 38, August 1974.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Contract—OEC-0-9-420088-2327

Note—97p.

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Classroom Communication, Communication Problems, *Educational Problems, English (Second Language), Language Usage, Negro Dialects, *Nonstandard Dialects, Phonology, Reading Instruction, Regional Dialects, *Sociolinguistics, Tenl, Urban Language

The focus of this bibliography is on the use of variations of Standard English--often called "-Nonstandard Dialects"--both in and out of the classroom. Black English, often thought to be synonymous with "nonstandard dialect" because of recent attention called to it, is the best known of the nonstandard dialects, although there are various regional dialects, such as those found in Appalachia, the South, and New England. Most of the documents listed here, however, deal with black English. The bibliography does not deal with bilingualism, although several studies of bilingualism are cited here because of their relationship to dialect problems. This bibliography is divided into three sections. Section 1, "Nonstandard Dialects in the Classroom," includes the literature dealing mostly with black English, but cites documents on other dialects as well. Section 2, "Sociolinguistics and Phonology," includes the literature treating nonstandard dialects in a more theoretical way. Section 3, "General Dialect Studies," deals with nonstandard dialects other than black English. The 415 citations were selected through a manual search of all the material on nonstandard dialects appearing in "Research in Education" and "Current Index to Journals in Education" during the period from January 1970 through December 1973. (Author/JM)

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